

# concordia's Thursday Report

Vol. 15 No. 21 March 7, 1991

## Benchmarks for women at Concordia

- 1937 The first woman, Rita Shane, graduates from Sir George Williams College (predecessor of Sir George Williams University and Concordia) with a BA.
- 1959 The first women walk through the doors of Loyola College, and the first woman academic, Katherine Waters (who still teaches in the English Department), is hired. (Right from its birth as a business college in 1926, Sir George Williams had women instructors).
- 1963 The Women's Association of Loyola College, a students' organization, is formed.
- 1964 Edna Vowles is hired as Assistant to Vice-Principal, the first woman at this level of administration.
- 1970s The Working Women's Association is established at Sir George Williams University for faculty and staff.
- 1970 The first course in Women's Studies is offered at both Loyola College and Sir George Williams University.
- 1975 Women's Studies is offered as a minor.
- 1978 Women's Studies is offered as a major, and the Simone de Beauvoir Institute, the first of Concordia's colleges, is opened, making Concordia the first Canadian university to have an institute and programme in Women's Studies.
- 1983 "Weaving the Fabric for the Future" conference is held to examine the role of women at Concordia, leading to the establishment of...
- 1985 ...the Office on the Status of Women and...
- 1987 ...the Employment Equity and Policies Office.
- 1987 An informal collective of women, mostly students, work toward creating a women's centre at Concordia. In January 1988, the Women's Centre becomes a University-funded service.
- 1988 The Concordia Professional and Administrative Women's Network, an informal organization to help women help each other, is set up.
- 1988 The Women's Faculty Caucus is established to discuss the needs, problems and issues facing women faculty and librarians.
- 1988 Bérénice Gaudet is appointed as Secretary-General, the first woman to be hired as a senior administrator at the University.
- 1989 Appointment of the first woman Vice-Rector Academic: Rose Sheinin.
- 1990 The Simone de Beauvoir Institute gets its first tenure-track position.
- 1991 Concordia's first Sexual Harassment Officer is hired.

*Looking back, looking forward*

## 21 years of Women's Studies at Concordia

*Feminist scholars  
remember the birth of  
Women's Studies and  
reflect on the future*

This week is doubly significant to the Simone de Beauvoir Institute. Not only is March 8 International Women's Day, with celebrations all week long, it is also the 13th anniversary of the establishment of the college.

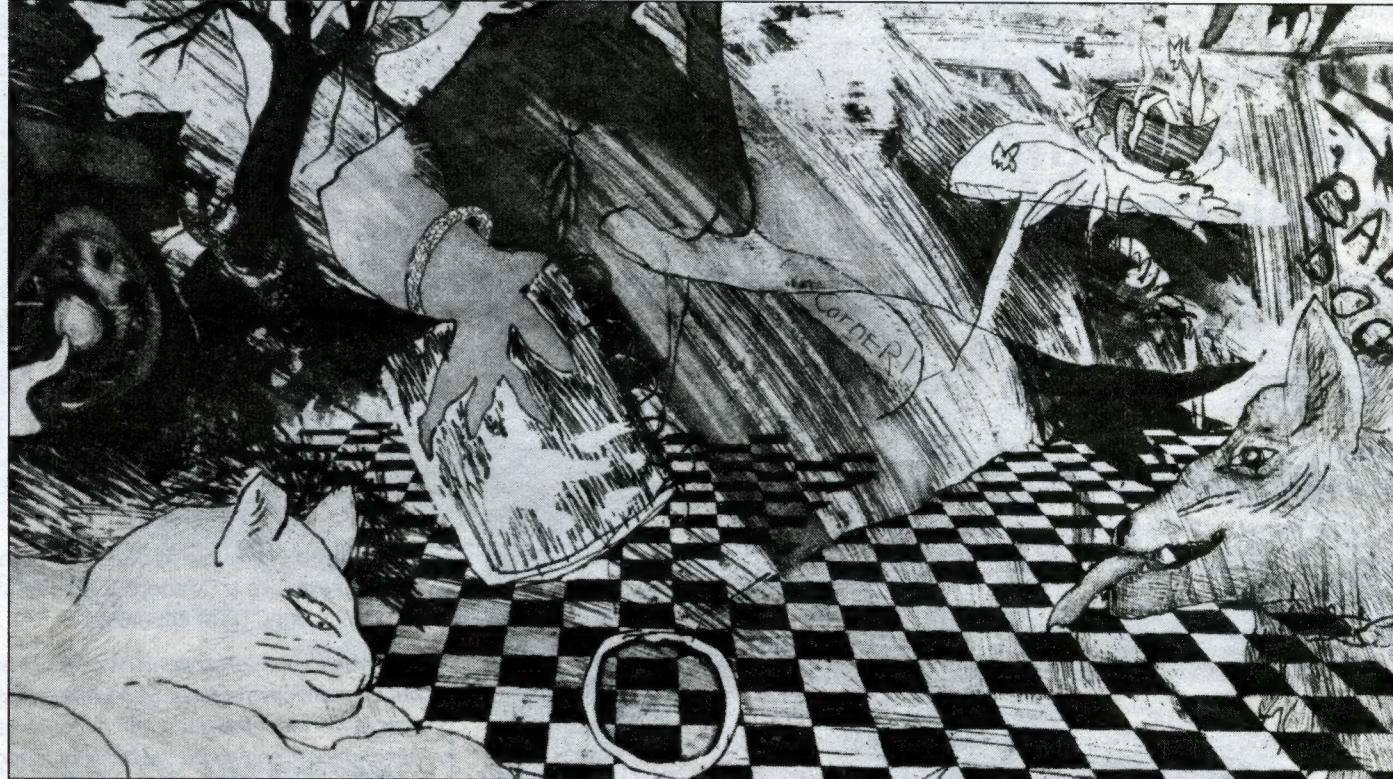
"We missed by one day," said Mair Verhuy, Professor of Etudes françaises and the Institute's first principal, referring to March 9, 1977, the day the Board

of Governors gave its approval.

Verhuy fondly remembers the years leading to the establishment of a programme in Women's Studies and the Simone de Beauvoir Institute.

"What distinguished Concordia's programme in Women's Studies was not only that it was the first university to offer such a programme, but that

*See WOMEN'S STUDIES page 8*



Artists Victoria Edgar and Andrea Helfield show their work in a two-women exhibition at the Concordia Women's Centre, 2020 Mackay St., Room P-03. The exhibition started yesterday and will run to March 27. Pictured above, Edgar's *Les désastres quotidiens*. Helfield creates large scale paintings and drawings, each one "an epic still life, to compensate for the trivialization of this genre and the way it has historically been placed at the bottom of the hierarchy within painting itself and deemed a woman's art."



The Concordia Women's Centre and

the NFB present the Montréal film

premiere of *Playing for Keeps: A*

film about teen mothers in the Alum-

ni Auditorium (H-110), third in a

series about women in poverty

directed by Lyn Wright. Admission

is free. Tonight at 19h30.

A panel discussion to follow. For

information, call 848-7431.

March 8 is  
International  
Women's Day

Women pages 3 & 6

In 1910, tomorrow's date was chosen to honour women's work and struggles. This issue of CTR looks at Women's Studies at Concordia, women in literature, women in business, women and religion.

Space Allocation

The Strategic Space Planning Committee has submitted a draft of its report for the University community's consultation in developing a space plan. It is reprinted here as a special 8-page pull-out supplement.

## Links to capitalize on similarities between Canada and Brazil

by Ray Beauchemin

When Everett Price goes to Sao Paulo, Brazil this May, he'll be leading a contingent of "ambassadors." Price, a Political Science Professor, has been developing an exchange programme between Concordia and the University of Sao Paulo for the past three years. When the Varig Airlines plane departs on May 11, Price's programme will finally be off the ground.

"Brazil is the country of the future in Latin America. The Canadian government and business need people who are competent and trained, with knowledge of Brazilian culture and society. What is more natural than establishing a permanent relationship with a university in Brazil?" asks Price, who developed the exchange with Political Science Professor Augusto Cat-

toni and José Sebastiao Witter, who heads the Institute of Brazilian Studies, a semi-autonomous branch of the university in Sao Paulo.

The main thing for the Brazilian students, said Cattoni, is that they "come into contact with a North American society which is not the United States."

Canada and Brazil are similar in many ways, said Cattoni, who was affiliated with Gamma Filho University in Rio de Janeiro before coming to Concordia two years ago. The two countries are about the same size, he said. Their gross national products are about equal, and most of their business is done with the United States. "It's a love/hate relationship both societies have with the U.S.," said Cattoni, author of *Brazil Politics: The Struggle for Consolidation of the Democratic Regime*.

There are historical similarities as well, Price said. "Both have colonial origins and are unique [among former colonies] because neither one has had a

revolution in order to gain its independence."

The Concordia-Sao Paulo exchange is not the only liaison the University has set up with Latin American schools. Sociology Professor Julio Tresierra and Vice-Rector Academic Rose Sheinin were largely responsible for the relationship Concordia now has with three Costa Rican universities.

The exchange with Sao Paulo will be a feather in Concordia's cap, according to Price and Cattoni. The university is considered the "Harvard" of Latin American universities.

The programme "is a bona fide academic experience" Price said.

During the week before May 11, there

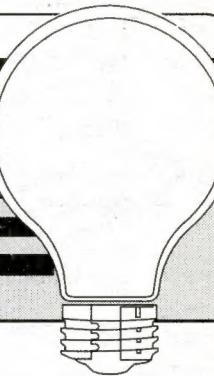
will be five three-hour lectures on Canadian-Brazilian relations as seen from a Canadian perspective. Between May 12 and June 13, there will be three-hour lectures (five days a week) on Brazilian culture and society and the relationship between the two countries from the Brazilian point of view.

Undergraduate students are responsible for a 20-page paper and a final exam. Graduate students have seminar papers of 20 pages and 30 pages to write and present.

Six professors from such departments as sociology, economics, political science, Brazilian studies and anthropology will be teaching the lec-

**See BRAZIL page 9**

## OFF THE CUFF



More collaboration with provinces needed if federal deficit to come down, says Ahsan

by Bronwyn Chester

Off the Cuff is a weekly column of opinion and insight into major issues in the news. If you are a Concordia faculty member and have something to say "off the cuff," call CTR at 848-4882.

Last week's budget brought few cheers from any sector for its deficit-reducing abilities, but Economics Professor Syed Ahsan says that given federal-provincial differences, "this is the most the government could have done." He also believes that spending, not earnings, should be the basis of federal taxation.

"This budget can only contain Canada's \$30.5 billion annual deficit. (Finance Minister) Wilson couldn't increase taxes by much, given the increases in the last few budgets and the recent implementation of the Goods and Services Tax (GST), so he had to propose measures that would reduce spending to acceptable levels. However, to really implement large spending cuts, you need more than a budget, you need a new means of funding for major programmes."

"In the meantime, what the government has done is to freeze spending in several areas (such as post-secondary education, health care and social welfare subsidies to the provinces), for the next five years to save \$5 billion. Inevitably, tuition fees will go up and we may see more user-fees in health care. But the savings here will be just temporary relief. If we are really to cut spending, there has to be considerable federal-provincial discussion on just where we are heading with these major programmes."

"In order to give the economy a kick-start as well as to reduce the deficit, I would propose taxing spending instead of earnings. If you have savings programmes, like the Registered Retirement Savings Plan (RRSP), you encourage people to save, which makes it easier for companies to invest and helps manage debt by bringing down the interest rate. For instance, a home ownership or renovation savings programme would allow people to save their money, tax-free, until they decide to use it as a down payment on a first home, or towards renovations that increase the value of an already-owned home. The home owner would only pay taxes on the capital gain of the house when sold, with an allowance for inflation."

"The major changes in the RRSP currently under way, together with a programme of this type, would characterize a tax system based on the principle of spending-taxation rather than earnings-taxation. Indeed, to be effective immediately, the government could permit existing savings in RRSP plans to be funnelled into a home ownership plan. This would generate additional savings and an eventual decline in interest rates. It would also give a much-needed boost to the home building and renovation sector, a major source of employment."

## Help is on the way: escalator repair contracts signed



A blast from the past?

PHOTO: Moritz Gaede

Concordia signed a \$1.3 million contract with Ascenseurs RE-NO last week to begin major renovations on the Henry F. Hall Building's escalators. The chronic malfunction of the University's aging "vertical transportation system" has been the source of student, faculty and staff complaints for many years.

More than 75 per cent of the money needed for upgrading the system, \$1

million, has come from the provincial government. Last June, the Ministère de l'enseignement supérieur et science announced a programme of accelerated expenditure — funds which must be spent before the end of the 1991 fiscal year.

Work, which is to commence in the next few weeks, will be completed within six months. — DGV

### Erratum

In a page 8 article in last week's CONCORDIA'S Thursday Report about the Concordia Jewish Student Union, fourth-year Political Science student Robert Pinker, a Union member, was reported to have said that Canada is a beautiful place, but Jews shouldn't be living here. What Pinker meant was: "It is very important for Jews living everywhere in the diaspora to be supportive of Israel." — ed.

### Students and Alumni face off against CFCF for Sun Youth

No Stars will be out next Tuesday. The CFCF No Stars hockey team, that is.

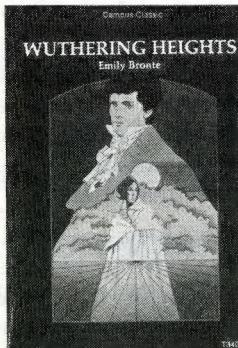
The team, made up of local CFCF-TV personalities, faces off against present and former Concordia and McGill hockey players at 5 p.m. in the Loyola rink in the Athletics Complex.

People attending the game are asked to bring two food items or \$3. The proceeds of the match will benefit Sun Youth. — RMB

From solitary freak-genius to scholars

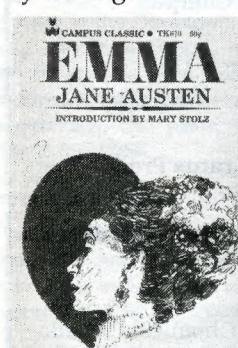
# The role of women in literature grows from subjects to writers to decision makers

by Ray Beauchemin



The 17th-century English poet Anne Finch wrote in an introduction to a book of her poetry that the public's reaction would be "it's by a woman writ," which was to say inferior and not meant to have been written. But Restoration women, according to English Professor Katherine Waters, could also look to the more positive example of Aphra Behn's writing about sexuality and desire.

"Writing was one thing. Women had always been writing. But publishing was a problem. At the beginning, it quite often seemed unfeminine. Virginia Woolf said the great turning point in women's writing came with Aphra Behn, who marked the arrival of the professional women writer, a woman who made money by writing and lived by writing."



Behn, Waters said, was seen as a scandalous woman because she had discarded a husband and spent time as a spy and in debtor's prison. She wrote plays for Restoration theatre, "which was not pure, sweet theatre by any means. She was right in the action there."

That parallel development — negative and positive attitudes toward women as writers — is one that is repeated throughout the history of women writers.

In the 19th century, Jane Austen, whose work was praised as witty and clever, was not seen as "threatening." It shared the same bookshelves as works by the Brontë sisters, who used men's names when they were first published.



"Charlotte Brontë said they didn't want to be judged differently. That's ironic. *Jane Eyre* was praised for its power and passion when they thought it was written by a man. But the judgment changed [when the author's identity was revealed]. It was seen as being distasteful and intemperate."

"Brontë herself became constructed as the archetypal 19th-century woman writer: the solitary freak-genius writing uncontrollably out of sexual longing," said Waters, who helped inaugurate the

study of women in literature at Loyola College. What was then called women in literature has been changed to Feminist Literary Criticism.

Earlier, Mary Wollstonecraft, writing fiction as well as *A Vindication of the Rights of Women*, was living what was deemed an immoral life because she had borne an illegitimate child, lived outside wedlock with two different men, and hung out with male intellectual revolutionaries. She was called a "hyena in petticoats. [By publishing] you became a public woman."



Elizabeth Barrett Browning is better known for her love poems to her husband Robert Browning than for *The Runaway Slave*, the tale of a black woman flogged to death for killing the child she bore after being raped by her white master. Barrett Browning also wrote about the slum conditions in which children lived in London. Such criticism developed as the politics of the time took on a more feminist nature: the move toward women's property rights and social reforms.

Barrett Browning's sonnets are unusual in that the sonnet was traditionally a male form of expression and that here was a woman "taking all the love and imaginative initiative," said Waters.

Changes occurred after Virginia Woolf's *A Room of One's Own* was published, though a duality persisted, that of striving for equality while maintaining a difference, a duality that continues today in writing, criticism and the teaching of literature.

"Why have women written so little [Woolf was asking]? In *A Room of One's Own*, she looks at their social conditions. Women didn't have money, they didn't have 'a room of one's own.'"

Woolf began exploring how women write, not only what they write about. The issues of "difference" she raised are questions at the heart of feminist literary criticism and the writings of later women writers, including Margaret Atwood.

Women's "concern as critics in the late 1960s with how men wrote about women was superseded to some extent in the late 1970s by a focus on the development of their own tradition," Waters said.

## Gender in literature

Today, a third movement has been added to the study of women in literature and literature by women: the study of gender in literature. This direction,

while liberating gender from biology has its dangers, Waters said.

"You start moving away from actual historical oppression. Gender is a total invention, but there are real women and real men that have been historically affected by gender."

It has affected the very representation of women in curriculum. As curriculum was developed by men, it included virtually no literary works by women. But the canon in American literature has changed. As late as the early 1980s,

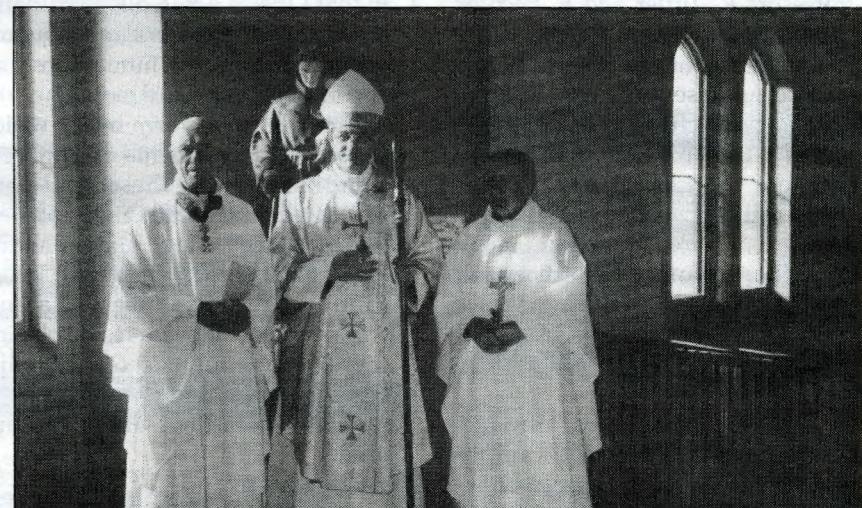
Emily Dickinson was the only woman listed in American Literature courses at Concordia, today Afro-American women and lesbians are included in reading lists.

Canadians have been lucky, Waters said, because their literary tradition has been slower to develop. By the time a Canadian Literature canon was developed, women were already in place as professors, critics and writers and were in a position to determine whose works would be read.

**Concordia is a vibrant collection of people, places and activities. At-a-Glance is one vehicle for discovering some of what is happening here. This column welcomes your submissions.**

by Donna Varica

- A paper written by **Ulrike de Brentani**, Professor in the Marketing Department, titled "Identifying Successful and Unsuccessful New Service Development Scenarios" was accepted for presentation and publication at the European Marketing Academy Conference (EMAC) in May in Dublin.
- Marketing Professor **Chung Kim**'s paper titled "Testing the Independence of Cognitive and Affective Involvement" was chosen as the best PhD student paper in the Jane Feno Competition by the Academy of Marketing Science and will be presented at its annual conference in Miami in May.
- Political Science Professor **Leslie Laszlo**, who retired last year, was ordained into the Roman Catholic priesthood last January at the age of 66. Laszlo joined Sir George Williams University in 1965. In 1968, he joined the Political Science Department at Loyola College. Laszlo (below, right) is seen at his ordination in the company of Bishop Attila Mikloszay (centre), a Jesuit who became Bishop of the Hungarian Roman Catholic Church and who was at one time a Theology Professor at Loyola College, and (left) Reverend Charles Henkey, who served as Chair of the Theology Department at Loyola College in the 1960s.



- The 20th Annual Workshop on Instruction in Library Use will be held at Concordia on the Loyola Campus from May 22 to 24. The workshop will include topics of interest to orientation and instruction librarians, such as teaching faculty/librarian partnership in library instruction, bibliographic instruction for credit, integrating information literacy into the curriculum, bibliographic instruction for adult learners, and database end-user training in a bilingual environment. Speakers will also discuss the use of hypermedia in library instruction, the utilization of English-language database systems by French-speaking students. There will be a debate on the philosophies of service versus instruction in academic libraries. For more information, call **Helena Gameiro**, Workshop Coordinator, Vanier Library, 848-7761.

# LETTERS



## to the editor

### CUFA is concerned with 'secrecy' of Space Planning Committee

Open letter to the Rector:

The Concordia University Faculty Association Executive recently has been inundated with expressions of concern from our members about the Strategic Space Planning Committee whose existence was only lately revealed.

Faculty members are worried about the secrecy surrounding the mandate, appointment and deliberations of this committee. CUFA shares this concern and would like there to be a clear commitment on the part of the administration to conduct such studies openly and with meaningful consultation with all the parties likely to be affected by any policy changes.

Secondly, faculty members fear that the committee may have already reached its conclusions without soliciting input from concerned groups. Consequently, CUFA wishes to put on record the objections of our members to the way this task force has so far comported itself and to urge all our members who sit on the various faculty councils, the University Senate and the Board of Governors to demand full and open consultation and debate on this matter of fundamental importance to all faculty members.

**Enn Radusepp**  
President, CUFA/APUC

### Liberal Arts College adds its voice to space allocation issue

To the editor:

At its February 27 council meeting, Liberal Arts College students and faculty discussed the possible reallocation of faculty offices along the lines mentioned in *The LINK, Concordia's Thursday Report* and the related correspondence of Professors R. Tittler and E. Pechter. We unanimously support the sentiments expressed in the preamble and resolutions passed by the English Department, which have been widely circulated in the University community. In addition, the Liberal Arts College Council unanimously noted the following:

1. The allocation of faculty offices and campus course-scheduling is not simply an administrative issue, but has major academic and programme implications.
2. No change in the present arrangement of faculty offices and campus department resources should be instituted without the consent of the units affected.

3. For proper deliberations to take place in departments, colleges and the councils of the University, discussion must take place during the academic year and no final decisions should be reached after the term ends.

4. In that Liberal Arts College students are enrolled in majors and honours programmes in the humanities and social sciences (and some in the natural sciences), any move which separated departments on different campuses along these divisions would adversely affect the intellectual life of the College, and the ability of its students to intelligently choose courses and programmes. At a time when Concordia seems to be placing increased emphasis on interdisciplinarity, we find it anomalous to separate disciplines along campus lines.

**Harry Shulman**  
Principal  
Liberal Arts College

**Concordia's Thursday Report is interested in your letters, opinions and comments.**

Letters to the Editor should be signed and include a phone number. Please limit your letter to one typed page. The Editor reserves the right to edit for space considerations although the utmost care will be given to preserve the core of the writer's argument. Send Letters to the Editor to BC-117, or fax 848-2814. Letters must arrive by Friday prior to Thursday publication.

### English Department holds special meeting on space allocation

To the editor:

In response to the rumour confirmed by Dean Bertrand, that the Special Task Force Committee on Space intends, among other things, to remove English Department services and faculty offices from the Sir George Williams Campus and entirely concentrate them on the Loyola Campus, the English Department held a special meeting on this matter [February 15] at which the following motions were passed with unanimous approval. As shall be seen, the English Department particularly deplores the Administrations's lack of consultation for such an important decision affecting the entire character of our offerings. It is our belief that such consultation should have included the English Department student clientele, the persons most likely to suffer the negative consequences of the contemplated move.

It is hoped that in view of the unanimous opposition that such a move, so

directly contrary to Departmental wishes, will be reconsidered by elected bodies widely representative of the University community. The motions are as follows:

Moved by Larry Gefin, seconded by Henry Beissel, THAT: We reject the legitimacy of this "Committee," its secrecy and its authority to create a problem without any prior consultation with the departments immediately affected by it. Approved unanimously.

Moved by John McAuley, seconded by David Sheps, THAT: We protest the contemplated removal of departmental services and faculty offices from the Sir George Williams Campus to Loyola. We demand that English classes, departmental services and faculty offices be fully maintained on both campuses. Approved unanimously.

**Gerald Auchinachie**  
Chair  
Department of English

### March Deadlines for Scholarships

The following is a list of scholarships and awards with deadlines March 15-31. More information regarding these scholarships and awards is available at the Guidance Information Centre, H-440, Sir George Williams Campus.

- Great Britain, Institution of Mining and Metallurgy, March 15:
- Stanley Elmore Fellowships, G. Vernon Hobson Begues, Bosworth Smith Trust Fund, Edgar Pam Fellowship
- Labour Canada, March 31: Marion V. Royce Memorial Grants Programme
- National University of Singapore, March 31: Research scholarships
- St. John Ambulance Association, March 15: Margaret McLaren Memorial Fund

Transportation Association of Canada, March 15: General Chemical Canada Ltd. Scholarship, Delcan Scholarship, Pavement Management Systems/Stanley Association, Provincial/Territorial Governments of Canada Scholarship, Emery/Lindsay Scholarship.

### Thursday Report

**Concordia's Thursday Report** is the community newspaper of the University, serving faculty, staff, students and administration on the Loyola Campus and the Sir George Williams Campus. It is published 30 times during the academic year on a weekly basis by the Public Relations Department of Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec H3G 1M8 (514) 848-4882. Material published in the newspaper may not be reproduced without permission. **The Back Page** listings are published free of charge. Classified ads are \$5 for the first 10 words and 10 cents for each additional word. Display ad rates are available upon request. Events, notices and ads must reach the Public Relations Department (Bishop Court, 1463 Bishop St., Room 115) **in writing** no later than Monday noon prior to Thursday publication.

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## Response to course evaluations spells death or interest?

To the editor:

I don't know how to interpret the recent increase in the number of letters about course evaluation appearing in the CTR. Does it mean that some people want to "kill it" or that finally there is an interest in taking teaching seriously and improving the evaluation of it.

Professor [Campbell] Perry (CTR, Feb. 28) expresses disenchantment with how course evaluation is being used by personnel committees. I don't believe we have very much good information about how personnel committees actually work, hence it is quite easy to imagine that their behaviour is not so different from Perry's vision of "soothsayers of antiquity as they pored over the entrails of freshly slaughtered animals." If teaching is to matter at Concordia we need to develop methods in which the faculty can have confidence. Since it is the faculty, our colleagues, who actually do the reviews, we are "the problem," and we will have to be "the solution." If we want our teaching to be assessed on the basis of more than student questionnaires, then we will have to take the time to assess this information (a very difficult task, since most faculty have no training or experience in this area.)

If teaching matters at Concordia, then departments might actively work to find the answers to the questions raised by Perry. Only two-thirds of the students enrolled in Psychology courses complete the student questionnaire. What does this mean? Are the original enrollment statistics accurate? Does it matter if one-third of the students don't attend class near the end of the term? Are they the "best" students or the "weakest" students? Are they the ones who feel they are getting the most from the classes? (and hence

biasing the results)? What about the third who drop out or don't attend class? What would we learn from them about the quality of the course and the teaching?

I hope the Psychology Department is blessed with "truly outstanding students, since 88.58 per cent report themselves as being in the A or B category." A more careful reading of that particular question would allow for this interpretation: 19 per cent As, 43 per cent Bs, 29 percent Cs, and 5 per cent Ds. These numbers also may not reflect the facts of actual student grades. What does the discrepancy mean? That you can't trust any student response of the questionnaire? That students, like faculty, think highly of themselves? In one study an "amazing 94 per cent (of the faculty) rate themselves as above average teachers, and 64 per cent rank themselves in the top quarter on teaching performance."

The percentile norms are provided to give faculty a context within which to interpret the student responses. They provide a framework (other courses evaluated in your department) within which to make sense of the numbers you receive. Is 4.14 on "fairness and impartiality" a positive response? Is it above average? It is above the middle of the scale. But 70 per cent of the 734 courses have an average which is higher. Professor Perry wonders "how I can augment my fairness and impartiality." I don't know if he can raise his average by .53 to the 90th percentile. If he decides that he wants to work on this aspect of his teaching (and the choice is obviously his to make), the Learning Development Office is available to work with him.

Ronald Smith  
Director, Learning Development Office

## Students build bridges: crusher destroys them

The 7th Annual Bridge Building Competition, organized by the Civil Engineering Department, will take place this Friday, March 8, in the mezzanine of the Henry F. Hall Building and in the Alumni Auditorium (H-110). The competition will feature entrants from Canadian and American universities who will vie for top honours for building the strongest bridge using popsicle sticks, white glue and dental floss.

Assembly and inspection of the bridges will be carried out during the morning. Judging will begin at 1 p.m., when bridges will be loaded down by using a hydraulic machine referred to as the "crusher" until they collapse. The competition closes at 4:30 p.m. with the presentation of awards. For more information, contact Patrick Ouellet at 848-7800 or 848-7912. All are welcome.

—DGV

## Suppression of letter 'scandalous': Geddes

*The following was addressed to Ken Whittingham, Director of Public Relations.*

I find your letter to me, and the attitude contained therein, quite startling. I submitted, in good faith, an open letter to the Concordia administration, which your colleague agreed to print in its entirety, even asking me if I wanted to make any changes after the emergency meeting of the English Department on the Friday before reading week. I did make some changes in my letter, since our discussion of the issue made me aware that I should have stressed, more than I had, the importance of fighting for the retention of the two-campus presence of Humanities faculties and offices, rather than simply arguing the traditional role of the SGW. I sent the altered version of my letter by Priority Post, so that it would reach you in good time.

When I returned from my reading and lecture tour in B.C., I found your letter explaining why you chose to break the promise to publish my revised letter and telling me that you were going to publish a statement about why you would not publish my open letter. This procedure seems to me quite scandalous, to say the least, and is a breach of journalistic ethics, tantamount to the operations of the Star Chamber or a kangaroo court, where the condemned is tried in absentia or in secret. You have done exactly what you accused me of doing: condemning me in absentia and publishing charges without providing evidence. You have violated my rights by publishing this attack on me without any consultation. You publicly announce that I have produced a letter that is *inflammatory, inaccurate, insulting* and *near libelous*. In fact, you are the one who is both unprofessional and libelous, since you are defaming an individual and I was only speaking

derogatorily about a group. Any lawyer could have told you that libel does not apply in the case of groups.

When I accused you of being in the pocket of the administration, you claimed to be acting only in the interests of the University. This is obviously doubtful, since my letter was considered acceptable one week and unacceptable the next. You claimed to have checked some of the assertions of my letter with Vice Dean (sic) Catherine MacKenzie and were told my statements were "nonsense." If the opinion of one administrator is enough to convince you that I must be publicly censored for a letter you chose to keep secret, what other judgement can be made except that you are operating not in the interests of Concordia, or the truth, but in the interests of the administration? *Concordia's Thursday Report* accepted my over-long letter, then rejected it one week later saying that letters from faculty must be one page, typed. Obviously, lengthy briefs from the administration may be published, but faculty must be kept in line, forced to abandon feelings, linguistic skills and settle for "the facts." But what are those facts? CTR is not the place to look.

I notice that this letter is now running out of space, so I must risk being rejected again by finishing what I have to say. I require a public apology and a printing of the full text of my open letter in a forthcoming issue of CTR, so that the readers may be apprised of the evidence you have suppressed and so my colleagues, whose intelligence you insult by deciding what is good for them, may judge its merits for themselves.

Gary Geddes  
Professor of English and Coordinator of Creative Writing

## Public forum will address war media coverage

A public forum titled "Media, War and the New World Order" will be held at Concordia on March 16 in the Henry F. Hall Building. The forum's objective is to examine and discuss the media coverage of the Gulf War, which has been unprecedented in its immediacy, technological wizardry and volume, as well as its censorship and control by military authorities ad state officials.

Organized by the Department of Communication Studies, the forum will feature participants from the fields of journalism, education and social interest groups, including *Village Voice* reporter Richard Goldstein, Journalism Professor Vincent Mosco from Carleton

University, Jawad Sqalli of the Centre d'études arabes pour le développement.

Artists, writers and other interested parties have been asked to participate in a curated exhibition of axed and photocopied works dealing with issues raised by the media coverage of the war in the Gulf and by concerns with war, peace and the media in the 'New World Order.' The exhibition will open on March 15 at the Hall Building and then be moved to the Centre international d'art contemporain de Montréal, 3576 Park Ave., to run for three weeks.

—DGV

## CUNASA vote directs funds to local union

The recent Concordia University Non-Academic Staff Association (CUNASA) balloting has resulted in the majority of the membership (65.5 per cent of the membership cast their votes) directing the pro-rated portions of the CUNASA funds to the local union funds (Concordia University Support Staff Union and Concordia University

Professional Employees' Union) upon certification of each group.

There were 276 valid ballots counted with 152 voting for the funds being transferred to the local unions and 124 voting for the philanthropic organization

—Huguette Albert,  
CUNASA Chief Returning Officer

## World religions can suppress — or liberate — women

by Ray Beauchemin



The basic teachings of all the major world religions can be interpreted in ways that can suppress — or liberate — women, according to Religion Professor Sheila McDonough.

"Men can interpret teachings one way. Then women come along after some education and read the same passages with a different interpretation," said McDonough, the author of several articles on women and religion and a Concordia professor for more than 20 years. Thus, organized women's movements find the support they need in religious texts to carry on their work for women's rights.

In Protestant sects, Biblical passages have been used to argue in favour of the ordination of women. "Galatians 3:28 — 'neither Jew nor Greek, slave nor free, male nor female' has been used to argue that women have equality with men in everything, including the right to be ministers," McDonough said.

This has been important, particularly in the Anglican and Episcopalian Churches. The Rev. Barbara Davis's elevation to bishop of the Episcopal Diocese of Boston is important, McDonough said, as well as the role female theologians are playing in U.S. and Canadian theological colleges.

"There are a number of theological colleges, including McGill, where women are principals. Women are actively involved in training priests and ministers."

There are "a number of women in [Catholic] religious orders who are good scholars and theologians. Some of them are hopeful they will be ordained" and be able to stand side by side with men as priests.

Women have served as clergy in the United Church of Canada and in related churches in the United States for many years. In religious texts, McDonough said, one sees men and women are

created equal in the first instance and in the final instance — before the eyes of God.

The Biblical story of Eve's creation from Adam's rib does not mean woman is unequal to man. "Where women have been discriminated against is that they are mothers and not anything else in society."

That is not a solely Roman Catholic view based on teachings on Mary, she said, "you find that, in every religion, the good woman is the good mother."

McDonough's interest is religion and modernization, which encompasses women's issues. Her recent research has included studies of the Koran, and religion and women in Pakistan. Her introductory course, Religions of the World, includes the book, *Women and World Religions*.



PHOTO: Barbara Davidson

### The Simone de Beauvoir Institute

presents a seminar series

#### YOU AND GOVERNMENT

Marking the 20th anniversary of the publication of the Report on the Status of Women by the Royal Commission on the Status of Women

with Krishna Ahooja-Patel

Nancy Rowell Jackman Chair in Women's Studies  
Mount Saint Vincent University

#### Women and Development: Evolution of Methodology in the United Nations System

Tuesday, March 12, 1991, 4 p.m.

The Lounge

Simone de Beauvoir Institute  
2170 Bishop Street  
Information: 848-2373

## Asking questions brings about change for women in business



All it takes is one person with one question, that's how change is brought about. Janet Mrenica, working toward a Bachelor of Commerce degree at Concordia, recently asked why there are "no comprehensive family policies, even though women make up more than half of the candidates for employment" in the country's accounting firms.

To answer that question and others relating to women and accounting, Mrenica, through the Concordia Accounting Society, has organized a panel discussion on the experiences of women in accounting as part of CMA Week today through Wednesday.

"It was time to do something on women in accounting," Mrenica said.

The discussion marks the first time in the Department of Accountancy that professional women, representing different accounting career options, have shared their experiences with the University community.

Participants in the discussion are Choula Ammar-Hadid, chartered accountant, a partner with Zittler, Siblin, Stein and Levin; Phyllis Heaphy, CA, partner with Samson Belair/Deloitte & Touche; and Helen Tolbert, certified management accountant with Canadian National's revenue accounting department.

Vice-Rector Academic Rose Sheinin will deliver the opening address for the discussion at 6 p.m. tomorrow, in Room 767 of the Henry F. Hall Building.

Ammar-Hadid helped found the women's commission for the Ordre de comptables agréés du Québec and worked on writing the family policy at Zittler Siblin.

Mrenica said commerce students are "socialized not to be very inquisitive. All I know is that by asking one question, you get a lot of support."

When she dug further into the question of women and accounting, Mrenica found a general "lack of policies. There's a statute here or a statute there. For example, if a woman decides to get pregnant, there's a policy where she has a amount of weeks for maternity leave, but there is none for a man who has a wife who gets pregnant."

Women accountants are limited in their career options because only two major firms have family policies — Zittler Siblin and Montréal firm Raymond, Chabot, Martin and Paré.

"As a woman, these are the options that you have in your career. Scheduling [in such firms] is not always 9 to 5. Especially during tax time, you'll work at night. How does that relate to a woman who has a family or is planning one? The policies still reflect the old boys' network," Mrenica said.

—RMB

### The Simone de Beauvoir Institute and the History Department

present

#### PROFESSOR RUTH ROACH PIERSON

*Experience, Difference, Dominance, and Voice  
in the Writing of Canadian Women's History*

Dr. Pierson is the author of *They're Still Women After All: The Second World War and Canadian Womanhood* and co-editor of *No Easy Road: Women in Canada from the 1920s to 1960*.

Monday, March 11, 1991, 8:30 p.m.

Room 820

Henry F. Hall Building

Information: 848-2373 or 848-2430

## Academic recommendations no longer confidential under new Québec legislation

The Secretary-General issued a general memorandum last week informing the University community that letters of recommendation signed by faculty members or external advisors with respect to contract renewal, promotion or tenure in the case of a faculty member, or to admission to a graduate programme, in the case of a student, were no longer protected as confidential and had to be released to the person concerned after the decision affecting that person was rendered. Until very recently, such opinions or recommendations were protected as confidential and could not be disclosed to anyone, not even the person concerned.

This change was brought about as a result of recent amendments to Bill 65 (better known as "the Access to Information Act") which were passed by the National Assembly on 10 December 1990 and assented to on 14 December. This particular amendment may have important implications for the whole academic sector.

The Quebec Government's Commission d'Accès à l'Information, whose policy in the past few years has been to broaden access to information as much as possible, had requested these modifications, which were finally included in the new legislation, after some debate.

When the draft legislation was first introduced, about a year ago, CREPUQ (the Conference of Rectors) had made representations before a Parliamentary Committee opposing the proposed amendment on the grounds that removing the confidentiality would distort the whole system of academic evaluations, which relies to a large extent on the confidence, on the part of the assessor, that his or her opinion will not be disclosed.

Anyone who is familiar with the present system will readily understand what important implications this change may have, both at the time of soliciting such recommendations and in the use made of these recommendations by the Department Personnel Committee or the Faculty Personnel Committee, or whatever body is responsible for making a final decision concerning a person's academic status. It is clear that the administrative practices of all academic units will have to be modified as a result of this change, but beyond that, there will be a significant impact on the attitudes and behaviour of the people solicited for academic recommendations. The faculty member who knows that his or her opinion may be made available to the person concerned will not feel free to express a true appreciation. Perhaps it will become difficult to obtain an honest opinion; what we will get instead will be general, non-committal opinions.

It is expected that within the next few weeks, various bodies in the University will wish to consider these implications in the light of current practices. A number of questions come to mind. What can and should be done to cope with the new situation? Should a new policy or guidelines be adopted? Should the persons solicited for giving a recommendation, including external assessors, be informed that their opinions or recommendations may eventually be released to the person concerned? If so, under what form? Should the name of the person making the recommendation be removed when disclosing the information? This issue will surely give rise to an interesting debate.

*This document was based on a preliminary interpretation of the law. As information becomes available, CTR will continue to keep the community informed.*

848-8632

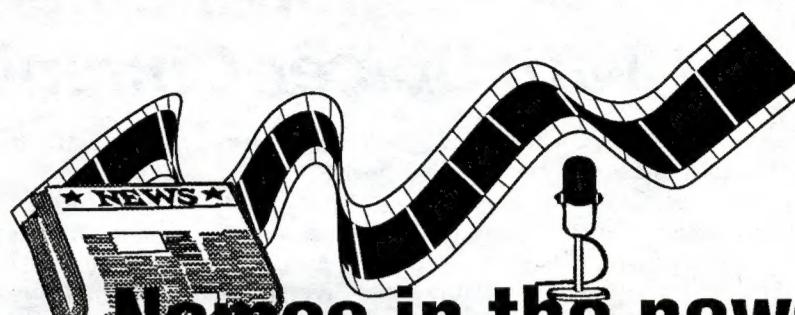
## START YOUR WEEK... WITH A CALL TODAY —CONCORDIA TODAY

Did you call 848-8632 on Monday? If you did, then you already know what CONCORDIA TODAY is all about. Thanks for taking the time to get informed, and please... KEEP CALLING!

For those of you who didn't call, we suspect one of two things: you FORGOT (that's forgiveable, but ONLY once!) or you haven't been reading Concordia's Thursday Report regularly!

Over the past month, Concordia Today teasers have been piquing many a CTR reader's curiosity. Last week, we finally printed the number you've all been waiting for 848-8632 — the telephone information number for weekly information (in English and French) on Concordia news, events and ideas of interest to all Concordians.

After today, you'll have to remember to call 848-8632 every MONDAY or TUESDAY, if you want to be informed all week long!



by Sharon Bishin

The Public Relations Department subscribes to a clipping service which monitors the printed press nationwide and sends us copies of articles relating to Concordia activities and/or people. Every week we receive about 30 items which reflect how our professors and researchers are highlighted in the media. Here's a selection:

...Journalists from across Canada seek out Concordia experts for references on a variety of topics. Ontario's *Windsor Star* quoted Daniel Salee (Political Science) in an article about how the Parti Québécois will fare in the next election. Newspapers in Calgary and Edmonton picked up *The Gazette* article by Bill Brownstein about tabloids which featured Journalism Department Director Lindsay Crysler's opinions prominently. History's Ronald Rudin, author of the recently published book on Québec's system of caisses populaires, *In Whose Interest?*, was cited in a *Gazette* article. An article in the magazine *Saturday Night* about business ethics referred to Religion's Frederick Bird. Meanwhile, Mechanical Engineering's Aaron Jaan Saber and Political Science's Blair Williams each had opinion pieces published in the *Canadian Aeronautics and Space Journal* and in the *Ottawa Citizen*, respectively.

...Some items receive more coverage than others. For instance, reports on Concordia graduate Nino Ricci's receiving the 1990 Governor General's Award for fiction and thanking Creative Writing Professor Terence Byrnes appeared both within the province and outside. The same applies to coverage received by the Faculty of Commerce and Administration's **Awards of Distinction**, which were given to Leonard Ellen (Concordia Governor, Montréal philanthropist and business leader), David Culver (former chair and CEO of Alcan Aluminum), Jeannine Guillemin Wood (chair and CEO of Guillemin International Inc.) and Serge Saucier (president and CEO of the accounting firm Raymond, Chabot, Martin, Paré).

...Much of our coverage may come from within Canada, but Concordia is also covered far beyond our borders: an article in the *The Financial Post* about business immigration quotes Geography's Alan Nash, as did the Hong Kong *Standard*.

...Arts-related activities always generate interest in the media and this month was no exception. *Canadian Forum* spoke of Concordia's "Woman's Friend" feminist art show held earlier this year. From the Faculty of Fine Arts: *Le Devoir* profiled works by Cinema Professor Roger Cantin and Studio Arts' David Elliott. *La Presse* devoted a half-page to Guido Molinari (Painting and Drawing) and included Concordia's well-known Conservatory of Cinematographic Art in an article about the state of film in Montréal.

...Of note were a selection of Concordia graduate and former students who have gone on to apply what they learned here in a number of interesting ventures. The Cobourg *Daily Star* in Ontario profiled Jo-Anne Lachapelle-Beyak, the new director of the Art Gallery of Northumberland. She studied Fine Arts and Anthropology here. The leader of the Social Planning Council in Markham, Ontario, is alumna Mariln Ashby, written up in the Markham *Economist & Sun*. The West Island *Chronicle* spotlighted both Alda McCaffrey (BFA, Music Performance programme) and Neil Kushnir (Journalism graduate and CHOM-FM's music director) in their professional involvement with music.

...The electronic media buzzed with interviews with Concordia experts. Frank Chalk (History) and Kurt Jonassohn (Sociology & Anthropology), Ted Stathopoulos (Centre for Building Studies), Guy Lachapelle and Henry Habib (Political Science), Richard Diubaldo and Murray Sang (Continuing Education), Mike Mason (History) and Bob Philip (Athletics Director) were all interviewed over the airwaves of CJAD, CBM, CFCF radio, Radio-Canada, CBMT and CFCF TV.

...Enjoy impending Spring.

# Political Science Students meet with Spicer Commission to discuss future

Eleven [Political Science] students have given their two cents' worth to the Spicer Commission.

The Commission was set up by the federal government to take Canada's political pulse in the wake of the failure of the Meech Lake Accord. It's led by political gadfly Keith Spicer, but the Feb. 14 discussion here was presided over by Commissioner Roger Tassé and moderated by the Commission's

Montréal representative Harriett Moquette.

The students' message to the Commission was that national unity is possible, and that this unity must be based on diversity. The students wrestled with Québec's role in a unified Canada, the definition of Canada, and native issues.

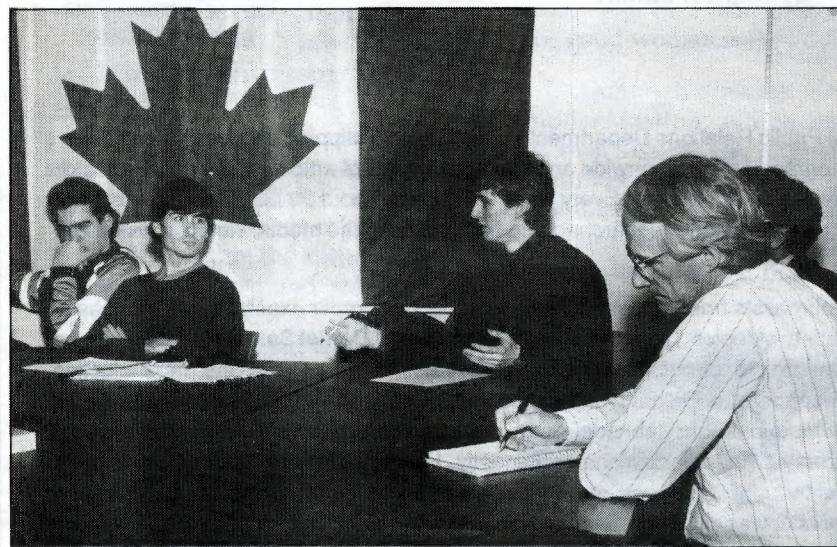
Henry Habib, Chair of the Political Science Department, put the group of

students together from concerned members of his International Law course. He said that the students' opinions are of vital importance to the Commission, which is halfway through its mandate. Commissioners are travelling across the country, soliciting the views of ordinary Canadians on what they consider the country's most important problems. These have often, but not always, been defined in terms of

Québec's role.

The Concordia student group hopes to meet with the Spicer Commission again when it holds public hearings in Montréal in April or May.

**— Barbara Black with additional reporting by Patrick Brennan, a Political Science student at Concordia. He is Coordinator of the student body which met with the Spicer Commission.**



The Spicer Commission visited Concordia's Political Science Annex on Feb. 14; seen here, left to right, students Denis Clermont (back to camera), Louis St-Cyr, Linda Zielinski, Felicia Fallan (partly hidden), Commission moderator Harriett Moquette, student coordinator Patrick Brennan, students Marie-Julie Nicolo, Frank Czik, Keisha Richardson, Frank Vieira, Glen Boulan and Ed Dennis, Political Science Chair Henry Habib (partly hidden) and Spicer Commissioner Roger Tassé.



PHOTO: Ron Simon

## • WOMEN'S STUDIES continued from page 1

senior women faculty were involved and very supportive. When stars in their fields like Jane Stewart (Professor of Psychology and Director of the Centre for Studies in Behavioural Neurobiology) started a course on women, no one could say that Women's Studies were not important," said Verthuy.

Among the first professors to teach courses in Women's Studies were Stewart, Sheila McDonough in Religion, Susan Hoecker-Drysdale in Sociology and Anthropology, Katherine Waters in English, Sister Prudence Allen in Philosophy and Marilyn Taylor in Applied Social Science.

### 'Add women and stir'

"At first we thought you could 'just add women and stir' into existing courses," said Verthuy, "but we found that women didn't fit into the categories. For instance, in history, the Renaissance wasn't a renaissance for women — they had more power in the Middle Ages. In Western literature, women don't fit into the Romantic period — they didn't have female muses in the post-Napoleonic period. So we had to invent a whole new recipe, we had to develop new parameters."

The merging of Loyola College and Sir George Williams University in 1974 resulted in the merging of the two sets of courses in Women's Studies. These helped to establish some of those parameters in the development of courses on both feminist theory and in the already-established disciplines.

"The two programmes brought together nicely the introductory cour-

ses of Sir George and the Women's Studies seminars of Loyola," said Hoecker-Drysdale. In 1975, Women's Studies was first offered as a minor programme and in 1978, as a major.

### Trials and tribulations at the Simone de Beauvoir

Courses on women continue to be offered in most of the humanities and social sciences, as well as at the Simone de Beauvoir Institute, which since 1980 has administered the Women's Studies programme.

"In the early years, we had close ties with the different departments in terms of starting courses," said Arpi Hamalian, Principal of the Institute and a Professor of Education. Many of those teaching courses on women in their own disciplines have been Fellows of the Institute at one time or another. Currently, there are 24 academics associated with the Institute (two of whom are men) representing most disciplines in the arts but only one in the sciences, Marianne Ainley, who teaches Women, Science and Technology.

Hamalian said University budget cuts have made the development and maintenance of women's courses more and more difficult. "It's not an unwillingness in the departments, but more a question of balancing the budget. Next year, for instance, I'm going to have to cut a few courses due to the loss of part-time instructors."

Hamalian is still optimistic about the Institute and Women's Studies at Concordia. "Concordia is still unique in many ways. It is the only university in the country to have an institute for

Women's Studies," she said. While there have been losses, Hamalian points out that by June of this year the Institute will have two-and-a-half tenure-track positions.

"We need to provide opportunities for all faculty to retrain themselves, to know what the new scholarship is — and it is not only in Women's Studies. It's difficult to keep up with everything," she said, adding that New York City University has given courses to its faculty on general feminist methodology and on women in specific disciplines.

As for hiring at the Institute, Hamalian said she is more concerned that candidates know their feminist scholarship and methodology than whether they are male or female.

### Sciences difficult to crack

The sciences, in particular, have had difficulty integrating women into their curriculum, on the grounds that there are few women to choose from. Ainley, trained as a chemist and a Fellow of the Institute, disputed that claim in *Despite the Odds: Essays on Canadian Women in Science*. Women have always been active in the sciences, but have not been included in textbooks. Even women scientists, including Ainley herself, were not aware that the Menten component of the Michaelis-Menten constant, used in biochemistry, comes from Maude Menten, a Canadian biochemist.

Ainley would like science instructors and students to become involved with the Institute to help make science less exclusive of women. In the humanities

and social sciences, however, the picture is brighter.

"Over time, we have expanded women and religion so that now there is discussion on women in just about every course," said McDonough. "The course, *Introduction to World Religions*, for instance, includes a textbook on women and religion."

Stephen Davies said that one-third of his course on Canadian History is related to women. "I'm always trying to redress the imbalance," said the social historian, adding that some students complain that there's too much content on women. "I tell them that the reality of the situation is that half the population is comprised of women and that they're not used to hearing about women because, in general, the traditional texts did not deal with them. That generally satisfies them."

Pierre L'Héault, Chair of Études francophones and former Fellow of the Institute, said that integrating Women's Studies into his discipline was essential because of the "pivotal role of women authors in the evolution of Québécois literature."

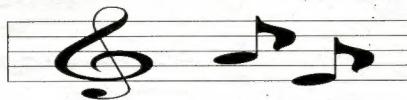
### Women's Studies forever?

As women become fully integrated into all disciplines, will this mean less need for Women's Studies itself? "That day might come," said Hamalian, "but we have a lot of catching up to do in research."

"In the long run, we hope that all courses will reflect feminist scholarship, and this will happen as feminist scholarship is recognized and gets into textbooks." — Bronwyn Chester

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## CONCERT HALL



**The Concordia Concert Hall**

The Concert Hall is located at 7141 Sherbrooke St. W. Admission is free to all concerts. (except where indicated.) Information: 848-7928.

### THURSDAY, MARCH 7

John Geary, Guitar, Diploma Recital. Time: 8 p.m.

### SATURDAY, MARCH 9

Concordia Orchestra. Time: 8 p.m.

### WEDNESDAY, MARCH 13

New Music for String Quartet. Time: 8 p.m.

### THURSDAY, MARCH 14

Charles Ellison Jazz Sextet. Time: 8 p.m.

### FRIDAY, MARCH 15

Elizabeth Hepburn, Soprano. Peace Concert. Tickets: \$15. Time: 8 p.m.

## UNCLASSIFIED

### University Writing Test

Tutoring available FREE of charge. Call: 848-2321.

### House Sitting

If you are a Faculty Member going on Sabbatical and live in the Downtown, Westmount or NDG area. I would be willing to house sit for the duration of your leave. In exchange, will do light housework, water plants and pick up mail. I am a Non-Smoker. Can supply references. Call Barbara at 938-0056.

### House for Sale

3 bedroom brick bungalow, 10 minutes from ski slopes of Bromont, one acre, pool, appliances and wood stove included, low taxes, asking \$86,000. Information call (514) 539-3611.

## ALUMNI ACTIVITIES

### SATURDAY, MARCH 23

### Spring Tune-UP!

In this full-day workshop, you will learn simple, effective techniques for maintaining a high level of well-being and getting more of what you want out of life. Participants may wish to join dinner in the evening. Kathryn McMorrow (S-BA'67, MA, teaching, MA clinical psychology) has her own business, Innovations Seminars, and specializes in workshops in stress and time management, and adapting to change. Time: 9:30 a.m. to 4:30 p.m. Price: \$55. per person, payable to Concordia University. All proceeds go towards the Sir George Williams Scholarship Fund. Participants will receive a tax-deductible receipt for approximately \$35. Sorry no refunds.

### MONDAY, APRIL 8

### Writing That Works

This seminar is for people who need to write but who find writing difficult. You will learn a new approach that will help you write more easily, overcome writer's block, and communicate more effectively. Mary Mar and Mary O'Malley direct Concordia's Writing Centre. Both have taught writing courses at the University level and have presented numerous workshops on writing. Location: Faculty Club Dining Room, 1455 de Maisonneuve Blvd. W., 7th Floor, unless otherwise indicated. Time: 7 p.m. to 9:30 p.m., unless otherwise indicated. Please be prompt! Price: \$11 per person, (includes GST), unless otherwise indicated. Payable to Concordia Alumni. Sorry no refunds. RSVP: Gabrielle Korn, 848-3817.

### SATURDAY, MARCH 16

Violin Students of Eleonora Turovsky. Time: 8 p.m.

### SUNDAY, MARCH 17

Laura Fenster, Piano. Diploma Recital. Time: 8 p.m.

### FRIDAY, MARCH 22

Valerie Kinslow, 1st year Students, Voice. Time: 8 p.m.

### SATURDAY, MARCH 23

Liselyn Adams. Guest, Islene Runningdeer, Piano. Time: 8 p.m.

### SUNDAY, MARCH 24

New Works by Concordia Students. Time: 8 p.m.

## Hickey named head coach of women's basketball

Mike Hickey has been named head coach of the Concordia University women's basketball team, replacing Louisa Zerbe who resigned at the end of the season.

Hickey, who stays on as Sports Information Officer, returns to coaching after a three-year hiatus.

Hickey's coaching career began with the Sir George Williams Georgians. He directed the Georgians to an overall 56-18 record, including two trips to the nationals in two years. Hickey became the women's team coach after the Loyola College-Sir George Williams University merger.

In the 10 years Hickey was head coach of the women's squad, the Stingers advanced to the nationals four times, finishing third in 1977 and 1985, fourth in 1983 and fifth in 1981. Hickey was twice named Québec University Athletic Association's "Coach of the Year."

He left Concordia in 1985 to become the head coach of the women's basketball team at Ryerson Polytechnical Institute in Toronto. He directed the Lady Rams to the Ontario University Athletic Association playoffs, the only time in the school's history that the team advanced to post-season play.

Hickey returned to Concordia last year to the post of Sports Information Officer.

— RMB

### • BRAZIL continued from page 9

tures in Brazil. Price said he expects to put together a similar package, including visits to Ottawa and Québec City, for the Brazilian students who will come to Concordia in July.

In the long term, with fluency in Portuguese and training in policy ad-

## WOMEN'S AGENDA

### Lesbian Studies Coalition of Concordia

Find out about lesbian perspectives in education! Weekly meetings on Mondays at 8 p.m. at the Simone de Beauvoir Institute, 2170 Bishop, in the Lounge. All lesbians and women, students, faculty and staff, welcome. Information: 848-7474.

### International Women's Week, March 1-10, 1991

A wide variety of activities have been planned to celebrate International Women's week. Please contact the Women's Centre, 2020 Mackay, p-03, for complete details. Call: 848-7431.

### SUNDAY, MARCH 10

### Woman's Day Rally

There will be a Woman's Day Rally and March to celebrate International Women's Day and for Peace. Time: 10:30 a.m. Meet at Complexe Guy Favreau on René-Lévesque Blvd. March will go to YWCA for an information fair and celebration. For more information, call the Women's Centre at 848-7431.

## DOCTORAL THESIS

### Doctoral Thesis Defense

### MONDAY, MARCH 18

Mr. Jocelyn Faubert at 10 a.m. in H-762-1-2-3, 1455 de Maisonneuve Blvd. W. Thesis title: "Retino-Geniculate Pathways and the Spatio-Temporal Properties of the Human Visual System in Normal, Aging and Glaucomatous Vision."

### THURSDAY, MARCH 28

Mr. Gilles Carrier at 2 p.m. in H-769, 1455 de Maisonneuve Blvd. W. Thesis title: "L'Utilisation du Tutorat par l'Etudiant à Distance: Une Analyse Confirmatoire."

### SUNDAY, MARCH 10

### CPR BABY Heartsaver Course

6 hours for life, this course includes rescue breathing and CPR, as well as management of the obstructed airway in the infant and child.

### SUNDAY, APRIL 14

### CPR Heartsaver PLUS Course

8 hours for life, this course includes rescue breathing and one rescuer CPR, management to the obstructed airway and infant, child resuscitation.

ministration, a graduate would be an ideal candidate for a career with the Canadian government in the External Affairs or Trade and Commerce Departments, or the Organization of American States.

"This is not an esoteric operation. In five or six years, these are the people who will be developing public policy. Private corporations will need people who are fluent in the language and culture and who have made contacts," Price said.

"George Bush talks about a new world order, but that world order starts in the university and exchange programmes of this nature."

Eighteen students have signed on for the trip so far. There are 12 openings. A \$1,000 deposit is due by March 15. More information is available from Price at 848-2123.

## CPR COURSES

The following CPR courses will be offered by the Environmental Health & Safety Office in the next few weeks. Members of the Concordia community or outside community are all welcomed to take these courses. There will be a discount price for the Concordia community. For all those who are interested, please contact Donna Fasciano, CPR Programme Coordinator at 848-4877 for more information.

## SPORTS

### Faculty Hockey

"Early Bird Oldtimers Hockey" on Tuesdays and Thursdays from 8 a.m. to 9 a.m. No Teams, No Checking, No Slapshots. Equipment required. Location: Loyola Arena, 7141 Sherbrooke St. W. Information: Randy Swedburg at 848-3331.

### CFCF No Stars vs. University Youths

On Tuesday, March 12, 1991 watch Concordia and McGill students and Alumni face off on centre ice against your favorite CFCF TV personalities. It's all to collect non-perishable food for Sun Youth. So bring 2 food items to get in, or \$3. Everything collected goes to Sun Youth. Game time is 5 p.m. at the Loyola Rink, 7200 Sherbrooke St. W. Information: 376-1758.

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• The BACK PAGE continued

## LECTURES/SEMINARS

THURSDAY, MARCH 7

### **Department of Sculpture, Ceramics & Fibres**

Lynne Milgram from the museum for textiles in Toronto will present 2 lectures in VA-415, 1395 Rene-Levesque Blvd. W. at 2 p.m., a slide presentation introducing the museum and showing examples from the collection and at 7:30 p.m. *The Silk Road*.

### **Social Aspects of Engineering**

Social Aspects of Engineering presents Mr. Robert Weir who will speak on "Monitoring & Auditing of Environmental Impact Assessment." Course: Engr. 495-4-B. Time: 11:45 a.m. to 1 p.m. and Course: Engr. 495-4-BB. Time: 5:40 p.m. to 8:10 p.m. Location: H-635-2, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

### **Thursdays at Lonergan**

John McGraw, Philosophy Department, Concordia will speak on "God and the Problem of Loneliness." Time: 4 p.m. to 5:30 p.m. Location: 7302 Sherbrooke St. W. Information: 848-2280.

### **Department of English**

Prof. Juliet McMaster, University of Alberta will speak on "The Body inside the Skin: The Medical Model of Character in the Eighteenth-Century Novel." Time: 8:30 p.m. Location: DL-200, 7141 Sherbrooke St. W.

### **The Karl Polanyi Institute of Political Economy**

Presents Robert Kutter, Journalist and Author will speak on "The Social Construction of Markets." Time: 5 p.m. to 7 p.m. Location: School of Community and Public Affairs, 2149 Mackay St., Basement Lounge. Information: 848-2580.

### **Department of Exercise Science**

Dr. Edward McAuley from the Department of Kinesiology, University of Illinois at Urbana-Champaign will speak on his research concerning "Social cognitive determinants of exercise participation in sedentary middle-aged adults." Time: 7 p.m. to 8 p.m. Location: 7302 Sherbrooke St. W., RB-101 (Lonergan College). Information: 848-3327.

### **Amnesty International**

Amnesty International is having a special letter-

writing meeting on human rights abuses against Women. Time: 6 p.m. Location: 2090 Mackay, Room 106. Information: 848-7410.

FRIDAY, MARCH 8

### **Faculty of Commerce and Administration**

Ph.D. Workshop-Visiting Speaker Series presents Peter G. Polson, Institute of Cognitive Science, University of Colorado who will speak on "Theoretical Analyses of Learning and a Practical Design Methodology for improving ease of Learning." Time: 2 p.m. to 4 p.m. Location: GM-403-02, 1550 de Maisonneuve Blvd. W. Coffee will be served. Information: 848-2914.

### **Muslim Students' Association**

Presents Sheikh Ridwan Yusof who will give a lecture on "Lessons from Al-Quran: Al-Hujurat." Time: 6 p.m. Location: H-420, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Admission: Free. Refreshments will be served. All are welcome.

### **Department of Philosophy**

The Department of Philosophy will be holding a Philosophy Colloquium in which Prof. Christine Overall, Queen's University will speak on "The Case Against the Legalization of Contract Motherhood." Time: 1 p.m. to 3 p.m. Location: H-762, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.. All is welcome.

SATURDAY, MARCH 9

### **IEEE Computer Society**

Presents Computer Day 91. A journey into the technical & non-technical aspects of today's computer technology for the novice as well as the expert. Time: 9 a.m. Location: H-765, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Tickets: \$10. on sale this week on the 7th floor or call 848-7913. Buffet Lunch included.

MONDAY, MARCH 11

### **The Simone de Beauvoir Institute**

Presents Professor Ruth Roach Pierson, O.I.S.E. who will speak on "Experience, Difference, Dominance and Voice in the Writing of Canadian Women's History." Time: 8:30 p.m. Location: H-820, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-2373.

## FILM

### **Conservatory of Cinematographic Art**

Admission: \$2.50 per screening. Location: H-110, Alumni Auditorium, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). 848-3878.

FRIDAY, MARCH 8

20 Ans de Cinema Etudiant Canadien/20 Years of Canadian Student Cinema at 7 p.m.; Rocking Silver (1983) Erik Clausen at 9 p.m.

SATURDAY, MARCH 9

L'Homme dans la Lune (1985) Erik Clausen at 7 p.m.; I Vitelloni (1953) Frederico Fellini at 9 p.m.

SUNDAY, MARCH 10

Babette's Feast (1987) Gabriel Axel at 7 p.m.; La Strada (1954) Frederico Fellini at 9 p.m.

MONDAY, MARCH 11

Les Parents Terribles (1948) Jean Cocteau at 8:30 p.m.

TUESDAY, MARCH 12

La grande extase du sculpteur sur bois Steiner (1974) Werner Herzog and Fata Morgana Werner Herzog at 8:30 p.m.

WEDNESDAY, MARCH 13

Nights of Cabria (1957) Frederico Fellini at 8:30 p.m.

TUESDAY, MARCH 12

### **Amnesty International**

Amnesty International is having a special letter-writing meeting on the Middle East with a presentation on the Palestinians. Time: 5 p.m. Location: 2090 Mackay, Room 106. Information: 848-7410.

### **The Loyola Jesuit Institute for Studies in International Peace**

Erich Weingartner, Author, will speak on "The Price of Peace: Canada's Role in the Age of Glasnost." Time: 4:15 p.m. to 6 p.m. Location: DL-200, 7141 Sherbrooke St. W. Information: 848-7799.

### **The Simone de Beauvoir Institute**

Presents Krishna Ahooja-Patel, Nancy Rowell Jackman Chair in Women's Studies, Mount Saint Vincent University who will speak on "Women and Development: Evolution of Methodology in the United Nations System." Time: 4 p.m. Location: The Lounge, Simone de Beauvoir Institute, 2170 Bishop St. Information: 848-2373.

### **Social Aspects of Engineering**

Social Aspects of Engineering presents Mr. Colin Lechance, FEARO who will speak on "Environmental Impact Assessment, Panel Hearings." Course: Engr. 495-4-B. Time: 11:45 a.m. to 1 p.m. Location: H-635-2, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

FRIDAY, MARCH 15

### **Muslim Students' Association**

Presents Sheikh Abdul Rahman Ibrahim who will give a lecture on "Ramadan: The Blessed Month." Time: 6 p.m. Location: H-420, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Admission: Free. Refreshments will be served. All are welcome.

### **Faculty of Commerce and Administration**

Ph.D. Workshop-Visiting Speaker Series presents Gary Latham, University of Toronto who will speak on "Cognitive and Motivational Mediators of the Effects of Participation on Performance." Time: 2 p.m. to 4 p.m. Location: GM-503-48, 1550 de Maisonneuve Blvd. W. Coffee will be served. Information: 848-2914.

### **International Students' Office**

Attention International Students: Workshop-Signing or Cancelling a Lease: How and When. Understanding your rights as tenants and the regulations governing rental agreements and rent increases will be among the topics Ms. Rosemary Glavic will cover at the Off-Campus Housing Workshop for international students to be held on. Time: 1:30 p.m. to 3:30 p.m. Location: H-405, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-3515.

TUESDAY, MARCH 19

### **Faculty of Commerce and Administration**

There will be an Information Session for the Master of Science in Administration Program. Time: 5:30 p.m. Location: GM-407-1, 1550 de Maisonneuve Blvd. W. Call 848-2711 to confirm your attendance.

THURSDAY, MARCH 21

### **Science College**

Science College Public Lecture series presents Dr. Michael Rosenzweig, University of Arizona who will speak on "How Many Rooms in Noah's Ark: The Study of Biodiversity." Time: 8:30 p.m. Location: H-110, Alumni Auditorium, 1455 de Maisonneuve Blvd. W. Information: 848-2595.

### **Ph.d. Humanities**

Ph.d. Humanities and Lonergan University College in cooperation with the Goethe Institute presents Prof. Roslyn Bologh of the College of Staten Island who will speak on "Manliness and Modernity: A Feminist Dialogue with Max Weber." Time: 8:30 p.m. Location: H-1070 Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. St. W. Information: 848-2154.

### **Liberal Arts College**

The Frances and David Rubin Lecture series presents Benjamin Freedman, who will speak "Justice among Strangers and the Justice of Neighbours: Ethical Choice in Small and Large Medical Contexts." Time: 8:30 p.m. Location: H-435, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-2565.

### **The Karl Polanyi Institute of Political Economy**

Presents Greg Ram, Institute for Community Economics, New Hampshire will speak on "Alternative Investment Strategies: New Approaches to Community Economic Development." Time: 5 p.m. to 7 p.m. Location: School of Community and Public Affairs, 2149 Mackay St., Basement Lounge. Information: 848-2580.

FRIDAY, MARCH 22

### **International Students and Income Tax**

Mrs. Lise Trudel from Revenue Canada will be conducting an Income Tax seminar for International Students. Topics to be covered include: who must file an income tax return, how to complete it, as well as information on tax credits, child care expenses, etc. Time: 1:30 p.m. to 4 p.m. Location: H-435, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-3515.

## ART GALLERY

### **Art Gallery**

Until March 30

An exhibition entitled "Regan O'Connor: Allegories" at the Concordia Art Gallery, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Information: 848-4750. Also, until March 30, an exhibi-

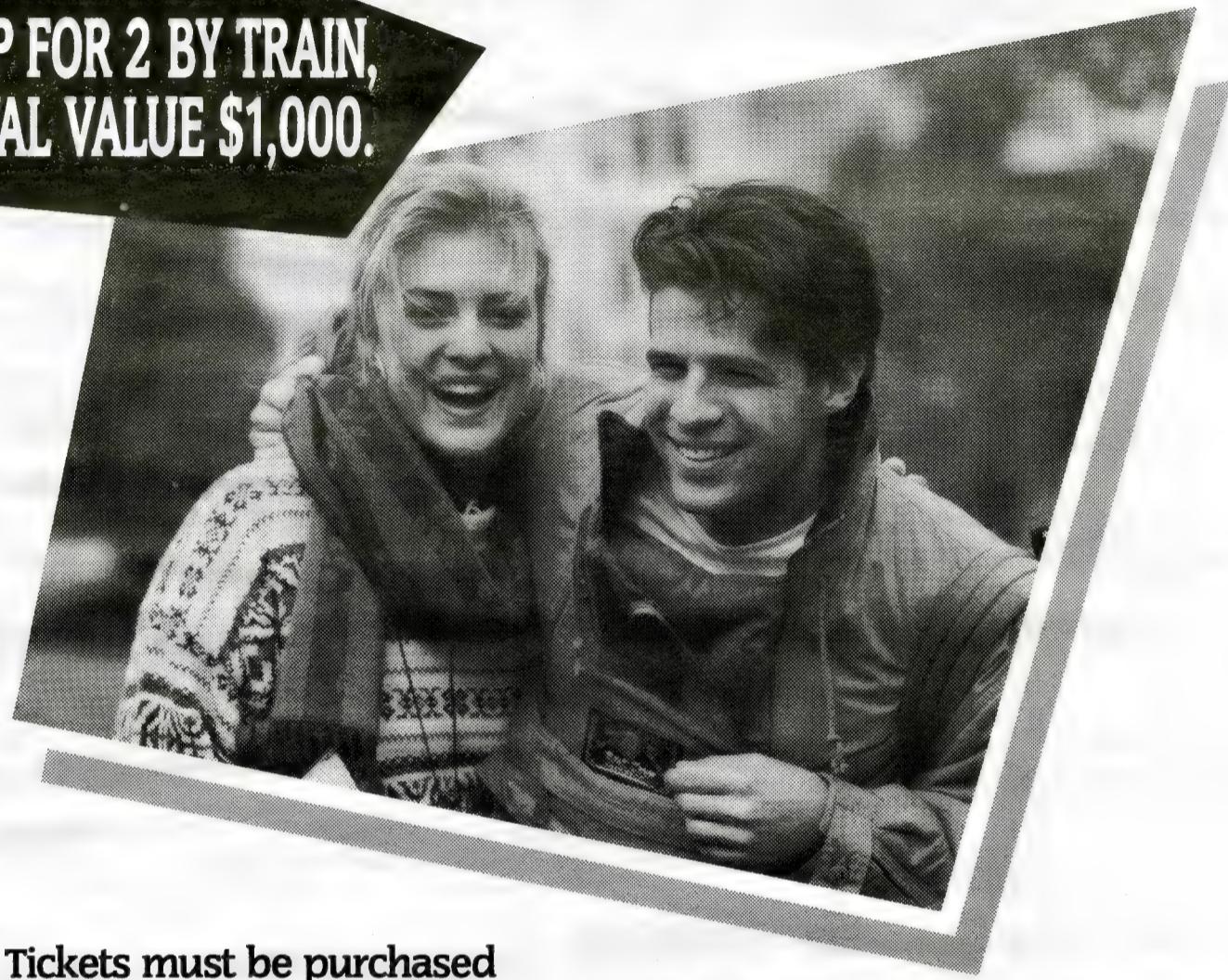
tion entitled "How to Read" Stan Denniston, Presentation House Gallery, Vancouver, B.C. and "Drawing on the Permanent Collection" at the Concordia Art Gallery, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Information: 848-4750.

The BACK PAGE is continued on page 9

# Buy early and break away for 50% off— any day of the week.

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**TRIP FOR 2 BY TRAIN,  
TOTAL VALUE \$1,000.**



**Tickets must be purchased  
at least 5 days in advance.  
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- *Tickets must be purchased at least 5 days in advance.* • 50% Student discounts apply to full-time students with I.D. for Coach travel in the Québec City/Windsor corridor only. • Seat availability is limited and varies depending on the route and day of travel. • Blackout periods apply, including Easter (Mar. 28 – April 1) and Christmas (Dec. 15 – Jan. 3) periods. • A 10% Student discount applies any time for regular unrestricted travel (no advance purchase). • Other conditions may apply; please check.

**"LET VIA TAKE YOU AWAY"  
Contest — from March 11 to  
April 30, 1991.**

You could win a trip for two by train — for a maximum value of \$500 per person! Just pick up an entry form where you buy your train ticket at a VIA Rail station. And let VIA take you away on a fantastic train journey this summer!

No purchase necessary. Open to all full-time students 18 years old and over enrolled in a participating university. Ask for full details and conditions at VIA Rail stations.



# The BACK

# Page

Events, notices and ads must reach the Public Relations Department (BC-115) in writing no later than Monday noon prior to Thursday publication.

Contact Kevin Leduc at 848-4881 or FAX 848-2814.



## WHAT IS 'CONCORDIA TODAY'?

A WEEKLY telephone information line. By dialing 848-TODAY (local 8632), you will have access to a bilingual message outlining Concordia news, coming events and special activities. It takes ONLY one phone call EVERY MONDAY — to help to keep you BETTER INFORMED ALL WEEK LONG!

## WHAT IS ITS PURPOSE?

CONCORDIA TODAY is a Public Relations Department service for all members of the University community, including faculty, staff, students and alumni. It's a way to help assure that Concordia news and information circulates throughout the entire community — all 80 civic addresses on both campuses! Later on, CONCORDIA TODAY will also be made available to the media and the general public.

## WHAT KIND OF INFORMATION ARE WE LOOKING FOR?

Items of "UNIVERSITY-WIDE" interest

- NEWS that affects the entire Concordia community;
- NEWS regarding academic and administrative policies, programmes and University activities;
- REPORTS about the University's contribution to the wider community through teaching, research findings and community-related service;
- INTERVIEWS members of the University community have with local and national print and broadcast media;
- MAJOR ANNOUNCEMENTS from academic and non-academic units and campus organizations;
- IDEAS and INFORMATION of general interest or use to people at Concordia.

Submissions will be selected on the basis of their "University-wide" newsworthiness. Priority will be given to items with immediate deadlines.

## WHAT IS OUR DEADLINE?

Material must reach the Public Relations Department by 5 p.m., TUESDAY for inclusion in the following Monday's message.

Send your material to the attention of:

CONCORDIA TODAY,  
Heather Patenaude,  
Public Relations, Bishop Court S-BC-119,  
or call 848-8443.

Les messages sont diffusés en français et en anglais

## NOTICES

### Lunchtime French Conversation

French conversation for Concordia faculty & staff, on Thursdays. Intermediate/Advanced level from 12:10 p.m. to 12:50 p.m. in Human Resources Training Room, A-400, 1420 Sherbrooke St. W. Bring your own lunch, coffee supplied. A Bientôt. Call Julie Lagarde at 848-3687.

### Peer Helper Centre

The Peer Helper Centre is a student-run listening and referral service. Open Monday to Thursday from 12 noon to 6 p.m. Drop in at 2130 Bishop, downstairs. Information: 848-2859. Applications are now being accepted from students wishing to volunteer as Peer Helpers for the 1991-92 academic year. Deadline for application is **March 15, 1991**. Information: 848-2859.

### Health Services

We are open Monday to Friday from 9 a.m. to 12 noon and 1:30 p.m. to 5 p.m. at both locations: ER-407, 2155 Guy, 848-3565 and CH-101, 6935 Sherbrooke St. W., 848-3575. Our services include general physical examinations, birth control, STD counselling, allergy shots, personal counselling, nutritional information, first-aid and much more. No appointment necessary to see the Nurse. GP's and Specialists are available by appointment.

### Ombuds Office

The Ombudspersons are available to any member of the University for information, advice and assistance with University-related complaints and problems. Call 848-4964 or drop into 2100 Mackay, Sir George Williams Campus. Evening appointments on request.

### Legal Information Service

Problems with your landlord? Problems with that contract you signed? Immigration Department giving you a headache? Your girl-friend/boy-friend giving you a heartache? **WE CAN HELP!!** Contact us at 848-4960 from 9 a.m. to 5 p.m., Monday through Friday. Come and see us in Room CC-326, 7141 Sherbrooke St. W., Loyola Campus.

### Muslim Students Association

Notice to all Muslim Students & Staff, Friday prayer starts at 1:15 p.m. at 2090 Mackay in the Basement. Daily prayer is offered congregationally at the same place. (Prayer time schedule is posted). The month of **Ramadan** may begin on March 17, 1991. For more information call 484-2796.

### Writing Assistance

Improve your writing. Writing Assistants offer Free individualized help with any writing problem. Location: H-440, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.), days or evenings at 848-3545. Loyola Campus, 2490 West Broadway, days only at 848-3555.

### Guidance Information Centre

**DO YOU KNOW?** Do you know where to find the answers to these questions? Where to locate university calendars worldwide? How to prepare for an employment interview? Where to apply for private sources of financial aid? How to study?

## LACOLLE CENTRE

### Lacolle Centre for Educational Innovation

SATURDAY, MARCH 9

### Dreams and Decision-Making

This introductory workshop will help participants make more creative decisions in their lives by learning to use their dreams as a natural tool. Time: 9:30 a.m. to 4 p.m. Location: TBA. Admission: \$50.

TUESDAY, MARCH 12

How to determine which universities offer particular educational programmes? Where to find information on occupational options and career planning? Come to the Guidance Information Centre and find the answers. Sir George Williams Campus, H-440, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. 848-3556 and Loyola Campus, 2490 West Broadway, 848-3555.

### Counselling for the "War Affected"

We are offering individual counselling for students directly affected by the War. This will be an opportunity for you to express your feelings and thoughts about the war, in an accepting and confidential context. Call Guidance Services at 848-3545 or 3555.

### Sexual Harassment Officer

The Sexual Harassment Officer can provide you with support, guidance and information on any matter to do with sexual harassment. All inquiries are completely **Confidential**. Call Sally Spilhaus at 848-4857, or drop in at K-110, 2150 Bishop.

### The Ecumenical Choir

Will perform Mozart's REQUIEM, with orchestra and soloists, at 8 p.m. on March 17, 1991 at the St. Thomas' Anglican Church in N.D.G. and on March 24, 1991 at the Beaurepaire United Church in Beaurepaire. Co-directed by Alan Daye and Jeffrey Reusing. Free-will offering proceeds for Sun Youth and the West Island Women's Shelter.

### International Students' Workshop

"Attention International Students: Job Search Workshop." Since International students may obtain employment in a programme-related job for 12 months after graduation, a three-session workshop has been designed to help students identify their skills for employment. The workshops will be held on: Tuesday March 12, 19 and 26, 1991. Time: 1:30 p.m. to 4:30 p.m. Location: H-440, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Fee: \$3. payable at the International Student Office, Room 302, 2135 MacKay St. Information: 848-3515.

### Canada Employment Centre

We are pleased to inform you that we have received the Challenge '91 application forms. The forms are now available at the CEC, Reception Desk, 2070 Mackay, Ground floor. Please come in **Person** between 8:30 a.m. and 4:30 p.m. to pick up your Application/Agreement form.

### War, Media and the "New World Order": A Public Forum

The purpose of this forum is to examine the changing role of media in relation to war and the state and to explore how these changes are linked to developments in Canadian communications within the context of the "New World (Information) Order." Date: Saturday, March 16, 1991. Location: H-110, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. There will also be an exhibition by writers, artists starting on March 15, 1991, it will run 3 weeks at the Centre International d'Art Contemporain de Montréal, 3576 Ave. du Parc. Information: 288-0811 or 848-2557.

## CAMPUS MINISTRY

### Loyola Chapel

Mass will be held Monday thru Friday at 12:05 p.m. and Sunday at 11 a.m. and 8 p.m. All are welcome. Information: 848-3588.

### Prison Visit Program

Is a Chaplaincy supervised programme of dialogue with a group of inmates at Bordeaux Detention Centre. Programme runs until March 26, 1991 (Tuesdays). Call Peter 848-3586 or Matti 848-3590.

*The Back Page is continued on page 10*

## Supplement to CONCORDIA'S Thursday Report

# Draft: Developing a Strategic Space Plan

*What follows is the draft of a report that has been developed by the Strategic Space Planning Committee. Prior to submitting a report to the Office of the Rector, the Committee wishes to invite all members of the University Community to comment upon the principles it suggests should guide the University in the development of a space plan.*

*Written submissions, from individuals or groups, should be sent to Catherine MacKenzie, GM-1100. Opportunities for oral comments, questions, or clarifications will be provided at general consultation sessions to be held at the Concert Hall on the Loyola Campus on March 14 at 9 a.m. and in the Alumni Auditorium (H-110) on the Sir George Williams Campus on March 15 at 2 p.m.*

### I INTRODUCTION

With eighty locations bearing distinct civic addresses, forty-three owned and thirty-seven rented, distributed between two campuses, Concordia University has always presented a physical challenge to its students, faculty and staff. Academic life has had to be organized around onerous but required patterns of movement; students and faculty are shuttled back and forth to attend lectures and meetings, as well as to consult dispersed library holdings, while some staff spend a good deal of time travelling to meetings with colleagues whose functions are similar but whose campus locations are different. Furthermore, many key University activities have taken place in facilities which, because they are subject to the vicissitudes of the rental "market," have to be thought of as temporary.

In addition, some of the ad hoc arrangements that were made following the merger of two separate institutions have not been in the best interests of the University. While it may have been necessary in the early years of Concordia to reassure different sectors of the University that their work could continue undiminished, division and notions of separate traditions have worked against the integration of some departments.

These divisions have hindered collegiality and hampered the efficiency and intellectual quality of operations. The vibrancy of work with colleagues, in one's own department and in related departments, is frequently lost in the need to travel, in the unavailability of faculty and students for special lectures and activities outside of classroom time, and in the lack of a sense of corporate identity. The development of new fields, and new directions to old fields, may be delayed or prevented by physical distances and the lack of shared endeavours.

In recognition of these realities, the senior administration has placed a great deal of importance on obtaining large, appropriate-

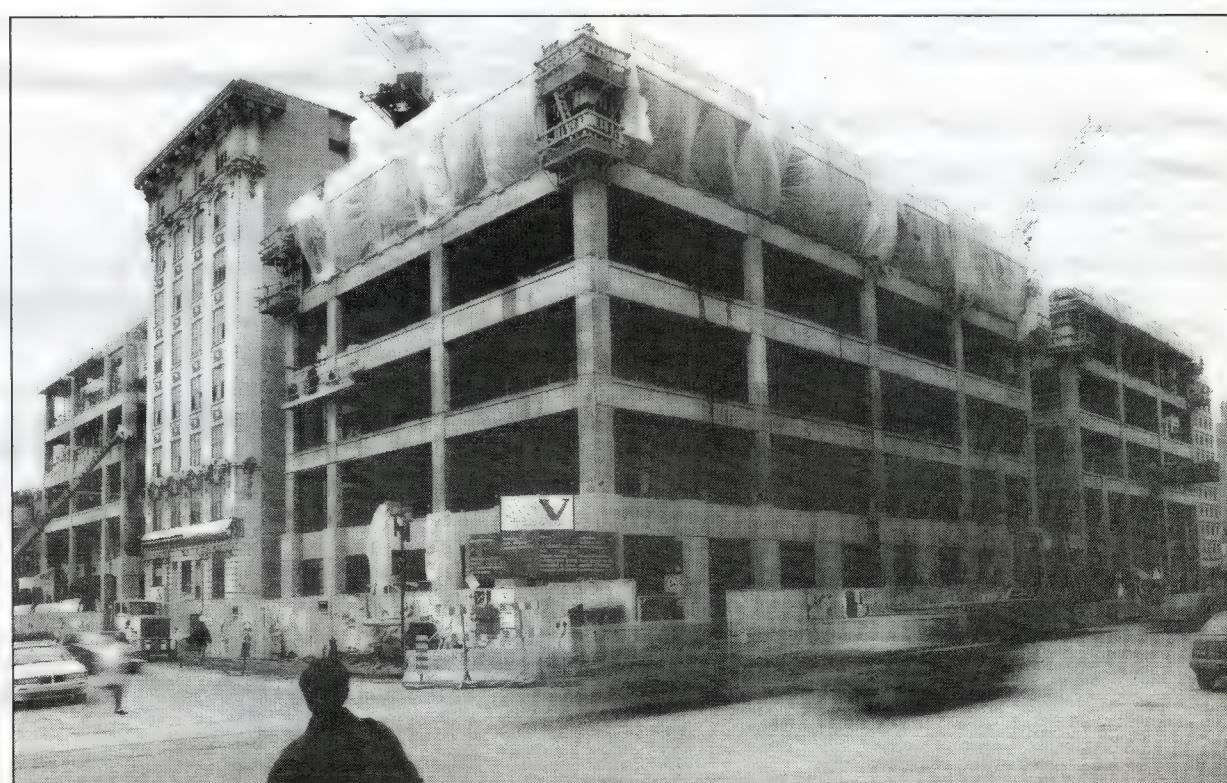
ly situated buildings which the University will own. By the fall of 1992, the Downtown Library Complex will be ready for occupation, and the University will be able to take advantage of the recent, fortunate opportunity to purchase the Loyola High School late in 1993.

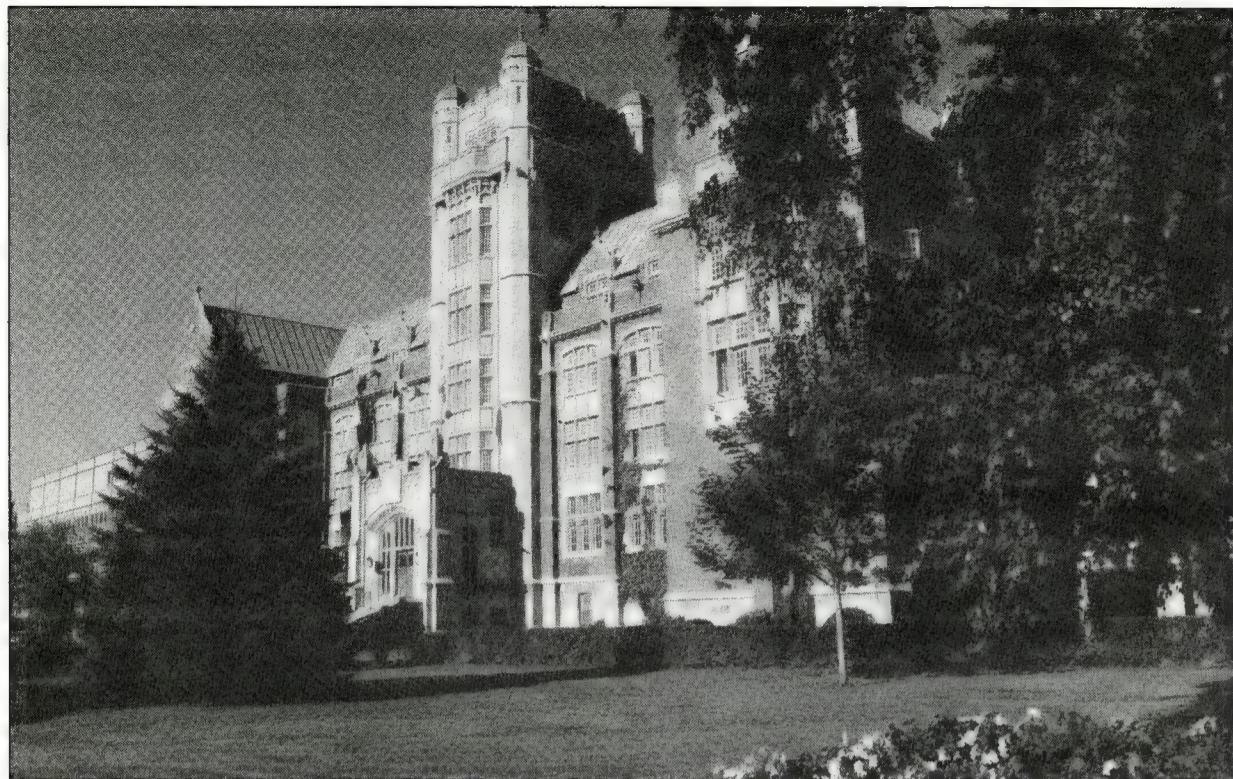
This focus will result, within a 3- to 5-year period, in an increase in the space occupied by the University of some 12,000 square meters and a shift in the percentage of owned space from 72% to 82%.

The acquisition of new properties provides the University with the long-awaited opportunity to organize its physical environment in such a way as to meet effectively the academic needs of the community. To accomplish such a re-organization requires that there be a shared sense of the University's mission and a willingness to take on the future equipped with the best of the institution's past accomplishments and the fewest of its encumbrances.

During the past year, the Office of the Rector has instituted a process to ensure the development of a strategic space plan which is realistic and realizable, but which also prepares the University to achieve an enhanced standing within the post-secondary educational community. This process commenced with the formation of a small MIS/Space Planning unit, charged with the responsibility of providing accurate data on the current utilization of space in the University and the space entitlements of the institution. It has continued with the formation of a Strategic Space Planning Committee, which is to provide advice on what principles should guide the University in determining a strategic direction for the organization of its physical environment.

The focus of this document, to be submitted by the Committee to the Vice-Rector, Services, is on the academic sector and on the articulation of general principles that should guide the location of administrative and service units, as a means of initiating discus-





sions leading to the development of a specific plan. It proposes one scenario resulting from an analysis of the University's space entitlements and allocations in light of a set of specific assumptions. It is not a detailed blueprint in that variables of specific location, cost and sequencing of activities which will have a significant impact on the actual implementation are not considered. The present analysis does, however, demonstrate the viability of the general space allocations which have evolved when the principles and concepts that have been articulated as guidelines are applied. Phasing and costing studies can be done once agreement has been reached on the general framework of the specific examples.<sup>1</sup>

It cannot be over-emphasized that the document is a beginning. Its principles are clear, but its example of the location of specific academic units on a designated campus are only demonstrations of how the principles might be applied. Space planning is an on-going process that must, once the general principles have been accepted, respond to particular concerns and changing needs.

Furthermore, this document does not address several critical areas which could have a positive effect on the overall efficiency of space utilization or on the general quality of the physical environment. The University is pitifully under-spaced in terms of its ability to provide fitness, recreation and sports facilities for its community: improvements to this situation will secure a better student life. A teaching schedule spread more evenly over the week, and/or the adoption of a trimester system, could allow the University to offer its students and faculty access, as needed, to superior facilities. An infusion of funds for various forms of landscaping could do much to enhance the attractiveness of the two campuses. These and other issues must be part of the on-going space planning process.

#### **Participants in the Development of the Plan**

The Strategic Space Planning Committee has formulated the basic principles for the development of a strategic space plan. Chaired by Dr. C. MacKenzie (Associate Vice-Rector, Services), it consists of five faculty members: Dr. A.B. Doyle (Psychology), Dr. J. Hayes (Electrical & Computer Engineering), Dr. M. Kusy, (Decision Sciences/MIS), Professor K. Lipke, (Sculpture, Ceramics & Fibres) and Dr. R. Martin (English).

Having considered and agreed upon the general principles, the Committee worked in direct collaboration with Mr. M. Frigault, Ms. J. Rawlins and Dr. L. Vagianos of the MIS/Space Planning Unit,

and Mr. G. Milton, Assistant Director of Institutional Planning and Research. These professionals provided information, suggestions and scenarios which addressed the implications arising from the principles developed by the Committee.

#### **II THE GENERAL CONTEXT FOR A STRATEGIC SPACE PLAN**

The specific concepts and principles on which the proposed strategic plan is based are discussed in Section III. However, it is important to recognize that successful implementation of the objectives which underpin the University's academic mission must come from setting priorities that recognize the special needs of each Faculty, and establish a reasonable balance amongst the following competing University needs:

- ◆ research, teaching and support services
- ◆ graduate and undergraduate students' needs
- ◆ legitimate needs of each Faculty in relation to those of other Faculties
- ◆ ancillary and/or "enrichment" services, and academic and support needs
- ◆ specialized teaching needs and the need to maintain flexibility

Equally important, the University must ensure that any of the changes it introduces will enhance, or at the very least, maintain the ability to participate effectively in the new educational information networks being established; e.g. the Library information system. Notwithstanding the above, the University's strategic space plan must take into account some very specific constraints over which it has very little, if any, control. These are:

- ◆ space entitlements
- ◆ funding considerations
- ◆ structural characteristics of owned buildings.

##### *a) Space Entitlements*

The University space plan must conform overall to government-generated space entitlements. The government, through a series of calculations based on such factors as the number of full-time equivalent students by discipline and level, the number of equivalent full-time personnel in a variety of categories, and the number of volumes maintained in the library collection, determines how much space the University is authorized to occupy, and specifies the general uses to which this space may be put. The uses are expressed in terms of "categories." While the number of categories is quite extensive, some of the major

classifications are:

- ◆ classrooms
- ◆ teaching labs
- ◆ research labs
- ◆ library space
- ◆ office space
- ◆ student and staff service space
- ◆ athletics
- ◆ assembly and exhibition space
- ◆ communications space
- ◆ maintenance

According to recent communications from the government, the University should not be reapportioning space allotments between these categories. This presents significant problems when attempting to develop a strategic space plan in that it does not allow the necessary flexibility that best meets the institution's priorities and concerns. As a result, while it is assumed that the University will attempt, as much as possible, to respect the government guidelines, a certain amount of latitude with the norms will be taken. Whenever reapportioning does occur, however, it must be recognized that academic concerns (i.e. teaching and research) must come first. Direct teaching and research space should never be sacrificed for administrative space.

An important item to consider when formulating the strategic space plan is the effect of projected student enrollments on future government-generated space entitlements. Although FTE enrollment is only one of the factors affecting space entitlements, given that enrollment projections for the next 10 years suggest a decrease in FTEs by as much as 10%, the University must not anticipate net space increases through government entitlements. The space plan, therefore, must not be based on our current entitlements but, rather on projected "reduced levels" of space allotments. Future space requirements must be considered in terms of reallocation and better use of existing resources. Flexibility of contiguous areas must become a major element in the plan to allow for potential increases and decreases in space requirements for both academic and service units.

##### *b) Funding Considerations*

The proposed strategic space plan is a major initiative with significant cost implications. As a result, the money to finance the project will have to come from within the capital budget and through substantial special funding. It is understood that use of the annual renovations and alterations budget, currently about \$1.3 million, will be directed in part to carrying out work related to the realization of the plan.

The only viable alternative for financing most of the space plan is through the acquisition of special funds from the government. Such funding can only be gained after a brief, arguing the validity and value of the project, has been accepted. The required petitioning can often take years and so must be factored into the planning and implementation process.

##### *c) Structural Characteristics of Owned Buildings*

Any proposed strategy for the University must take into account the structural characteristics of the institution's owned property, and, in particular, of the following buildings:

Hall Building: with revitalized vertical transportation systems and the University's only concentration of heavy floor loadings, the structure is appropriate for classrooms and heavy laboratories.

Downtown Library Complex: a relatively limited vertical transportation system and normal floor loading for the additional four storeys on the MacKay side of the structure, make it unsuitable for classrooms and for laboratories requiring heavy equipment or high traffic.

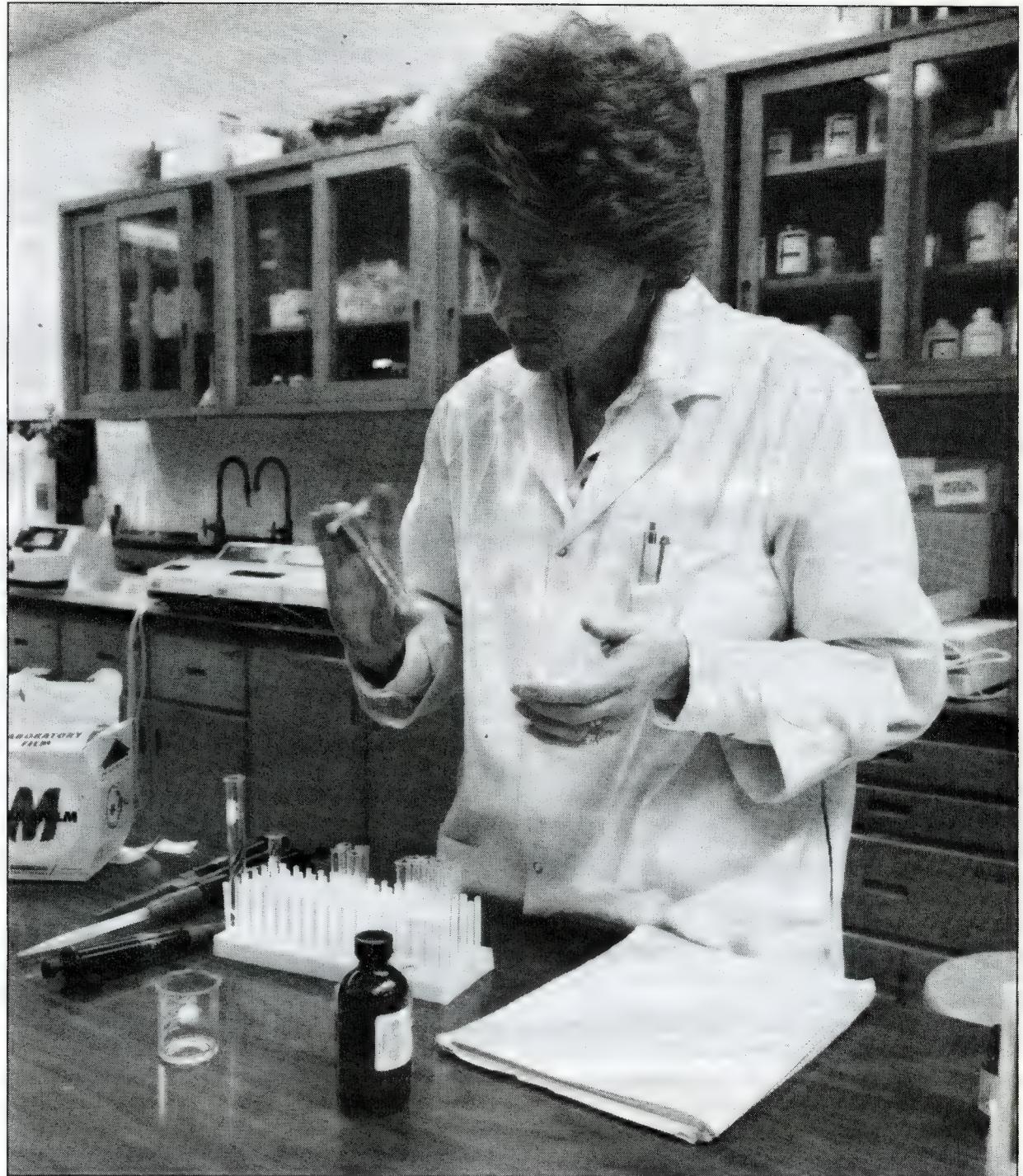
<sup>1</sup>The implementation of any strategic space plan must be completed over time and in phases. For the purpose of this report, the plan was based on an implementation schedule which includes two 5-year periods, beginning January 1991. The first 5-year period is to focus on moving, wherever possible, units into owned buildings on the Sir George Williams and the Loyola Campuses; and the second five-year period is to focus primarily on the possibility of developing a limited number of expensive facilities which may or may not be associated with real estate development opportunities.

### III PRINCIPLES WHICH UNDERLIE THE STRATEGIC PLAN

#### A: The Planning Process and Some Principles

A university is a dynamic institution whose inter-relationships and needs change over time. Space planning in such an environment must be an ongoing process; no space plan should be seen as final, and any space plan must provide sufficient flexibility to account for shifts in disciplinary enrollments and changes in the ratio of undergraduate to graduate populations, etc. In addition to these considerations, a number of general principles have been developed from priorities identified by the Strategic Space Planning Committee. Nine of these principles have been highlighted as crucial to the strategic space plan. They are:

1. The University's primary users are students, faculty and staff. The individual needs<sup>2</sup> of the users must be reflected and served, but academic concerns must drive the system in all cases.
2. Successful strategic space planning within a university works best when, wherever possible, activities are grouped and organized in a way that provides synergy among faculty and staff and maximum access for students. This imposes the requirement to carefully determine which cognate disciplines are best grouped together, what facilities (e.g. lounges) are conducive for the development of synergy, and what support services are needed to service them.
3. A two-campus operation is a given at Concordia. Each campus provides a distinct environment, with unique opportunities. The University must capitalize on the strengths of each of these environments. Neither campus should be seen as a "branch plant" of the other; both should make use of their particular opportunities to provide a visible and coherent programme that will meet the needs of the largest possible number of students and faculty in related fields.
4. The University should be committed to developing a plan which reduces to a minimum both the number of buildings occupied and the amount of rented space, and which ensures that laboratories and special classrooms are located in owned space.
5. The two campuses must be linked appropriately by public and University transportation services, telephone and computer communications, and internal mail. Some of these links are more effective than others. They must be reviewed and, where necessary, significantly improved.
6. Services (whether academic, student or support) which are needed to satisfy the immediate<sup>3</sup> needs of users should be located on both campuses. Units which do not meet this criterion and do not require specialized space should be placed wherever proper space is available. Teaching, however, is a special case.
7. Where student needs dictate, courses should be offered on both campuses, in teaching facilities that are appropriate, and with space provided for faculty to meet comfortably and regularly with their students.
8. The space plan must conform to government norms, which are subject to change and are outside the University's control. During the process of developing a long-term strategic space plan, an attempt should be made to redress some Faculty inequities.
9. An effort should be made to hold and to add available green space, especially on the Sir George Williams Campus, and to reclaim green space lost to parking on the Loyola Campus. Recreational facilities for all members of the University com-



munity should be improved and expanded.

#### B: The Concept of "Service Clusters"

The "service cluster" concept evolved from a model developed by the Institutional Planning Unit. Its main advantage is that it provides a framework which permits institutional requirements to be considered in a way that is not determined by existing organizational structures, policies and assumptions. The proposed strategy for developing a space plan is built on the extension of the service cluster concept to the academic sector, and assumes that the on-going development of a concrete plan will consider it in relation to all other units.

In brief, a service cluster is a group of organizational units which perform, as their primary purposes, common functions and activities to support the University's mission. Effective service for the user is the primary criterion for inclusion of units in a given cluster. For example, Registrar's Services, Student Accounts and Financial Aid must work together in order to provide the student with effective registration services. Such a service objective leads to a more efficient operation of the units in question. In this context, process (operating procedures) and product (service) often become indistinguishable. Both can argue in favor of contiguous location of the units.

Eight basic service clusters have been identified and defined below. It must be noted that most of the operations of the University are interdependent. Ideally, all units performing similar or related service activities and/or serving a similar clientele would be located in close proximity, but this is not always possible. Anomalies and redundancies may have to exist and certain units may be given special treatment, but every effort must be made to keep these to a minimum. The specific constraints within which the University must operate force choices to be made. What follows is our best evaluation based on the factors already noted and the reality of Concordia's present situation. Only the final conclusions have been included in the report in order to reduce the size and complexities of the document. Pros and cons can be provided where required.

Academic concerns are the heart of any university's "raison d'être." As such, the clustering of academic units according to cognate disciplines serving a similar clientele are the primary business of the report, and are dealt with in Section III. However, a preliminary treatment of the Academic Faculties/Services service cluster is presented in this section, although its primary focus is on the non-academic service clusters.

##### 1. Academic Faculties/Services

As well as the actual academic departments, this cluster includes

<sup>2</sup>Needs are defined in a continuum between expectations and real needs; that is, the minimum requirements necessary to function adequately. Determining where particular needs fit into this continuum is the role of those individuals or groups responsible for establishing policies and priorities.

<sup>3</sup>Immediate is defined as those requirements which can not be accommodated by good bus service or better scheduling (e.g. health care, aspects of library and computer services, lectures).

those areas for which the primary activity is the direct support of teaching and research.

- ◆ Division of Graduate Studies (as currently defined)
- ◆ Office of Research Services
- ◆ Distance and Off-Campus Education
- ◆ Institute for Co-operative Education
- ◆ Council for International Co-operation
- ◆ Learning Development Office
- ◆ Lacolle Centre.

#### CAMPUS LOCATION:

The specific recommendations regarding campus locations for the academic departments appears in Section III. The campus location of the other units will be based on the placement of the academic departments with which they are most closely associated. For example, the Institute for Co-operative Education should be placed on the campus where the majority of the departments running co-op programmes are located.

#### 2. Governance and Priorities

Services whose primary function is to govern and establish priorities and policies for the University as a whole:

- ◆ Rector's Office<sup>4</sup>
- ◆ Offices of the Vice-Rectors
- ◆ Faculty Deans' Offices<sup>5</sup>
- ◆ Secretary-General (including the Code Administrator)
- ◆ Secretary of Senate
- ◆ Institutional Planning and Research
- ◆ MIS and Space Planning
- ◆ Advancement<sup>6</sup>
- ◆ Internal Audit
- ◆ Labour Relations<sup>7</sup>
- ◆ Employment Equity

#### CAMPUS LOCATION:

This cluster could be located on either or both campuses, or divided according to some easily grasped rationale.

#### 3. Communication/Information Services

Services whose primary activity is to transmit, store, disseminate, or receive information:

- ◆ Libraries
- ◆ Archives
- ◆ Audio-visual
- ◆ Computing Services (including Telesis)
- ◆ Public Relations

- ◆ Marketing Communications<sup>8</sup>
- ◆ Information Services
- ◆ Printing and Mail Services
- ◆ Translation Services
- ◆ Distribution Services

#### CAMPUS LOCATION:

Student needs and academic concerns dictate that Libraries, Computing Services, Audio Visual, Printing and Mail Services should have some presence on both campuses. Other Communication/Information services do not need to be on a particular campus.

#### 4. Financial Services

Services whose function is to manage the University's money, provide financial services to other units and record the institution's financial transactions.

- ◆ capital, operating, research and trust funds.
- ◆ Treasury (excluding Student Accounts and Payroll)
- ◆ Purchasing<sup>9</sup>

#### CAMPUS LOCATION:

*Student Accounts* is a financial service but deals with students on an ongoing basis. For that reason it is grouped in Student Services and should have a presence on both campuses. Other units in Treasury do not require immediate accessibility, and therefore, there is no need to have them located on a particular campus.

#### 5. Student Services

These services include those which support the academic and non-academic needs of students:

- ◆ Registrar
- ◆ Financial Aid
- ◆ Admissions
- ◆ Fitness, Recreation and Athletics
- ◆ Liaison
- ◆ Centre for Mature Students
- ◆ Student Accounts
- ◆ International Student Advisor
- ◆ Dean of Students
- ◆ Campus Ministry
- ◆ Guidance Services
- ◆ Bookstore
- ◆ Health Services
- ◆ Food Services

- ◆ Services for Disabled Students
- ◆ Student Government, Clubs and Associations

#### CAMPUS LOCATION:

The decision to locate on both campuses should be determined by time constraints (i.e. whether a time delay caused by location will significantly diminish its usefulness or usage), cost, adequate linkages, and the potential urgency of the need and situation. Each unit will require close scrutiny in order to assess its optimum location and its priority in the space plan.

#### 6. Staff Services

These services include those whose primary function is to recruit, hire and support all staff (academic and non-academic) employed by the University. They include:

- ◆ Human Resources
- ◆ Credit Union
- ◆ Payroll<sup>10</sup>
- ◆ Union Offices
- ◆ Faculty Personnel
- ◆ Faculty Club
- ◆ Day Care Centres<sup>11</sup>
- ◆ Resident Consultant

#### CAMPUS LOCATION:

Provision should be made for some services to be located on both campuses. For certain units, particular functions could be located on one campus with the remaining operation situated on the other campus. Some units could be located entirely on one campus without adverse effects.

#### 7. Operating Services

These services include all activities which facilitate the day-to-day operation of the University and its properties.

- ◆ Physical Resources (Real Estate and Property Management)
- ◆ Facilities Planning
- ◆ Physical Plant
- ◆ Environmental Health and Safety<sup>12</sup>
- ◆ Security

#### CAMPUS LOCATION:

*Security and Physical Plant*, by definition, must provide services on both campuses.

#### 8. Community Services<sup>13</sup>

These services deal with the University's commitment to serve

<sup>4</sup>The Rector's Office includes specialized units such as the Ombud's Office and the Office of the Status of Women. Their mandates may require special consideration when allocating space on either or both campuses.

<sup>5</sup>Given that the governance role of individual Deans pertains largely to a specific Faculty rather than to their collective role in respect to the University as a whole, offices of the Deans should be located with their Faculties.

<sup>6</sup>Advancement and Alumni Affairs have been classified differently because their functions are interpreted differently. Advancement is closely associated with the priorities set for the University and, as such, is placed in Governance and Priorities. Alumni is classified in Community Services (see Alumni footnote).

<sup>7</sup>Labour Relations helps set the priorities of the University and therefore reflects its activities, rather than providing a staff service. It is therefore separated from the Human Resources unit and placed in Governance and Priorities.

<sup>8</sup>Public Relations and Marketing Communications, which might be grouped with Governance and Priorities, are classified as Communication/Information Services because their primary activities are to inform rather than to determine the content of the information.

<sup>9</sup>The primary activity of Purchasing is to secure goods and services for the University. Costing, negotiating price and committing budgets are functions which justify that it be placed in Financial Services. Purchasing may also be placed in Operating Services if the primary activity is interpreted as being more closely associated with those activities.

<sup>10</sup>Payroll is placed here because it functions as a Staff Service in the same way that Benefits does in Human Resources.

<sup>11</sup>Daycare services could be classified as a student service if the primary purpose of the unit is to support students with children rather than staff with children.

<sup>12</sup>The primary function of this unit is to ensure that all operations in the University conform to health and safety standards. It is placed in Operating Services because it is largely those services that it must oversee. It is noted that there are also important staff functions undertaken in this unit.

<sup>13</sup>Educational units such as Continuing Education would fall under Community Services, depending on their mandates with respect to the academic mission of the University.

the community, and include:

- ◆ Concert Hall<sup>14</sup>
- ◆ Conservatory of Cinematographic Art
- ◆ Conference Services
- ◆ Continuing Education
- ◆ Art Gallery
- ◆ Alumni Affairs<sup>15</sup>

#### CAMPUS LOCATION:

The decision about where to locate these services would depend on how important they are seen in contributing to the mission of the University, the clientele served, the facilities available and how accessible they would need to be to function effectively.

#### IV A PROPOSED STRATEGY

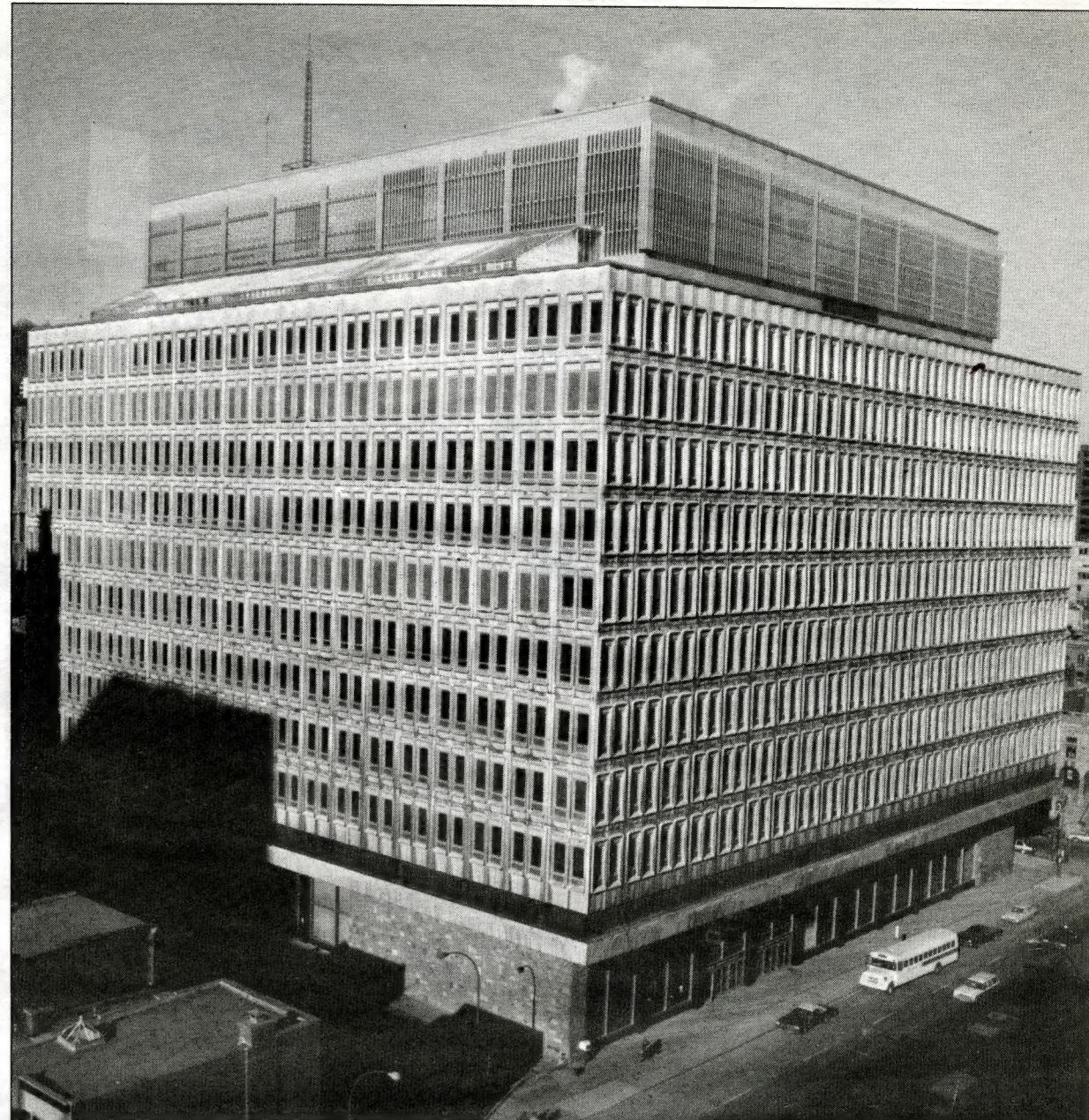
The strategy proposed in this document results from an analysis of the University's space entitlements and allocations by the MIS/Space Planning Unit, in light of the preceding assumptions, and has led to a number of specifications of some of the basic principles set out in Section II.

1. Every effort should be made to ensure all University activities are located on one of two sites: the Loyola Campus or the Sir George Williams Campus. No third site should be retained or developed. Rental space on the SGW campus should be as close as possible to the Hall and New Library buildings.
2. Given the reality of a two-campus operation, and the need to optimize the use of space on each campus, individual departments should be consolidated on a specific campus, and whenever possible, within a particular building and on particular floors. This would provide each department with an explicit identity, and encourage collegiality.
3. Departments which have disciplinary or functional affinities should be grouped together, by campus and, whenever possible, by building. This is not to introduce a homogeneity of activity and thought, but rather to facilitate communication and information exchange between those with some commonality of interest, to improve scheduling of classes for students, and to improve the share of common resources.
4. It follows from the particular laboratory requirements of the "wet" disciplines (i.e. those with laboratories containing heavy and/or environmental sensitive equipment), the location of current investment in this type of facilities, and the curriculum requirements for students in these disciplines, that these programmes and departments be placed in proximity to one another.
5. The University's library holdings should be distributed between the two library facilities in light of the location of departments, in order to facilitate research and study activities for the academic community.

#### A. Sir George Williams Campus

Given the structural characteristics of the Hall Building, the Sir George Williams Campus can and should be the primary site for the pure and applied science disciplines; i.e., the Engineering departments, the pure sciences and departments with specialized laboratories such as Psychology. Other departments in Arts And Science serving similar clientele should also be located downtown. In addition, until such time as either science enrolments increase substantially or the University wishes to consider the development potential of its property on Crescent/René-Lévesque, it is appropriate to maintain the Visual Arts in their present locations. The Faculty of Commerce and Administration should be located downtown, for at least the next five years in rented premises in the GM Building.

The administrative clusters and units which remain should be housed in the owned annexes or in rented space wherever possible.



#### 1. Engineering & Computer Science Faculty

The Engineering and Computer Science Faculty, with the exception of CONCAVE and the Centre for Building Studies, can be consolidated on the Sir George Williams Campus, within the Hall and New Library Buildings. Offices for Civil, Electrical and Mechanical Engineering, and for Computer Science, could be located in proximity to one another within the New Library Buildings; laboratories easily accessed via the de Maisonneuve tunnel and, as the Committee would propose, via walkways (4th-floor level) between the two structures can be located in the Hall Building. A significant amount of space can be added to the Faculty to help rectify the current shortage of engineering undergraduate laboratory facilities.

#### Summary of Departments and Required Changes

(In what follows, CR indicates that a Department which is currently located on both campuses is to be consolidated on a single campus. CN indicates that a Department which is presently dispersed on a given campus is to be consolidated).

Centre for Building Studies  
Civil Engineering (CN)  
Computer Science Department (CN, CR)  
Electrical & Computer Engineering (CN, CR)  
Mechanical Engineering (excluding CONCAVE) (CN, CR)

#### Issues:

- a: The particular space requirements of the Centre for Building Studies make it difficult to relocate this operation from rented

into currently owned space on the SGW Campus; a move to Loyola from its current location is not feasible because of the department's relationship with other Engineering departments. The government has agreed to the current rental arrangement for the Department for five years; any consideration of alternatives should be part of Phase II, but can only be considered after a careful reassessment of the role of CBS within the Faculty of Engineering and Computer Science and the University.

b: It is not possible to accommodate CONCAVE within either owned or rented space on the Sir George Williams Campus. The consolidation of certain science departments on the Sir George Williams Campus, however, will make available sufficient owned space on the Loyola Campus to handle this operation. Such a move will eliminate the "third campus," improve the servicing of both faculty and graduate students, and eliminate the extra costs currently incurred for a third site. Again, though, this move would be a part of Phase II.

c: Although the proposed reorganization of the remaining units of the Faculty must be seen and amortized as a long term investment to improve the quality of education and service, relocating engineering laboratories from annexes into the Hall Building will entail considerable cost.

#### 2. Fine Arts

In general, Fine Arts departments on the SGW Campus are already consolidated in one location by department; those few operations which are not in the VA building (graduate programs in the Bourget, laboratories in the Ogilvy Warehouse, offices in the CB Building) are consolidated by function in geographic

<sup>14</sup>The Concert Hall, although classified in Community Services, would be available for academic performances whenever possible.

<sup>15</sup>Alumni Affairs is a major link between the University and the community at large, as well as a measure by which the community will judge the success of the University's mission.



locations which are within reasonable proximity to one another.

The distribution of Fine Arts space on the SGW Campus with the VA building as the main hub, and a number of satellites close by, should remain as is for Phase I. Any future changes should be initiated only if they adhere to the principles and goals highlighted in this report.

#### **Summary of Departments and Required Changes (if any)**

Visual Arts  
Art Education and Therapy  
Art History  
Cinema  
Design Art  
Painting and Drawing  
Printmaking Photography  
Sculpture, Ceramics and Fibres

Issues:

- The specialized facilities in the Bourget and the Ogilvy Warehouse would be expensive to move, and suitable replacement space difficult to obtain.
- Expansion of the VA is not a feasible alternative during Phase I inasmuch as it is unlikely the developmental potential of the property can be ascertained in the near future.

#### *3. Commerce and Administration Faculty*

The consolidation principle favours centralization of the Commerce and Administration Faculty on the SGW Campus, and therefore, the Strategic Space Planning Committee recommends a downtown location for the Faculty.

#### **Summary of Departments and Required Changes (if any)**

Accountancy (CR)  
Decision Sciences and MIS (CR)  
Finance (CR)  
Management (CR)  
Marketing (CR)

#### *4. Arts & Science Faculty*

Though the Faculty should continue to operate on both campuses, the pure science disciplines such as Chemistry and Physics would be located in the Hall Building on the SGW Campus. Allocated space can include laboratories and some offices. Closely related disciplines such as Mathematics can be housed in the New Library Buildings, along, as indicated earlier, with most of the Engineering faculty offices and some of the

Science departments' faculty offices.

#### **Summary of Departments and Required Changes**

Biology (CR,CN)  
Chemistry (CR,CN)  
Economics (CR,CN)  
Education  
Geography (CR,CN)  
Geology (CR,CN)  
Mathematics and Statistics (CR,CN)  
Physics (CR,CN)  
Psychology (CR,CN)  
Science College (CR,CN)  
TESL  
Applied Social Science

Issues:

- In those very few cases where a significant portion of the academic curriculum requirements for a given discipline may be offered through a department located on the other campus, particular care must be taken in course scheduling to ensure that student needs are satisfied.
- Movement of laboratories can be expensive. In some cases, reasonable compromise will be required both in the amount of space assigned for a particular laboratory, and in the type of facilities provided.

#### *5. Classrooms*

Classrooms can and should be accommodated in the Hall Building, as low down in the structure as possible in order to reduce elevator and escalator traffic. Moreover, the possibility of providing some specialized facilities to meet particular needs is feasible, given the mix of disciplines proposed for the downtown campus, particularly since classrooms can be grouped and serviced as a unit with careful planning. Fine Arts, for example, currently has appropriate space for the Visual Arts; it is probable that the pure and applied science disciplines can share the same type of teaching environment; the requirements of the Commerce and Administration Faculty (and possibly of Education) represent a third identifiable group. There must also be a review of classroom capacities and configurations to determine the appropriate facilities to satisfy the teaching needs of the various Faculties and disciplines.

#### *6. Administrative and Service Clusters*

On the SGW Campus, with a few exceptions, administrative service units can be located in the annexes or in available rented space. The clustering of functionally related administrative depart-

ments in contiguous space, for example, to place Purchasing close to Treasury, and Payroll next to Human Resources, is also possible, and should be given serious consideration.

Issues:

- Computing Services should have priority over other administrative service units in the assignment of appropriate owned space because it requires expensive specialized treatment. Since it is not feasible to locate the operation in the type of space provided by the annexes, Computing Services should be a preferred occupant in the GM Building. This is a secure rented building with the appropriate physical conditions (fibre optic link, etc), and which forms part of the three-building hub for the downtown campus.
- The Registrar's operations should be consolidated within an owned building, or in a secure rental property such as the GM Building.

#### **B. Loyola Campus**

The Loyola Campus provides suitable space for a wide range of activities both now and in the future. The proposed strategy utilizes it as the primary site for the humanities, the social sciences, and the performing arts. Active programmes in such areas as communications studies, music and theatre, along with the new Concert Hall facility, already form an attractive core for a cluster of departments and colleges that deal with the various dimensions of culture. Attention to other facilities, e.g. renovation of the F.C. Smith Auditorium and acquisition of a satellite dish for the Senate Chamber, would enhance opportunities for the creative development of these disciplines.

In addition, it assumes the campus configuration will continue to offer the basic student services and to accommodate some administrative units and research components.

#### *1. Fine Arts*

A single location can be provided on the Loyola Campus for the performing arts departments. Relocation of current operations from the TJ Annex and the Refectory into Hingston Hall offers a viable solution to the current dispersal of Fine Arts activities at Loyola.

#### **Summary of Departments and Required Changes**

Performing Arts  
Contemporary Dance (CR,CN)  
Music (CN)  
Theatre

Issues:

Classrooms currently in Hingston Hall can be relocated to vacated space in the Refectory Building. However, it is unlikely that an equal amount of alternate space can be made available for displaced cafeteria services. Given the plethora of services available on the campus, this should not be an obstacle to the use of Hingston Hall for the Performing Arts.

#### *2. Engineering and Computer Science*

The Faculty has a minimal presence at Loyola at the current time. These operations can all be consolidated on the SGW Campus, with the exception of CONCAVE, which might, in Phase II, be moved to Loyola from the "third campus" on St. Jacques Street.

#### **Summary of Departments and Required Changes**

CONCAVE (CR)

Issues:

CONCAVE will be an expensive operation to move, and can only be justified as a long term investment in rationalizing the use of owned facilities.

#### *3. Arts and Science*

The Loyola Campus can provide appropriate space for the social sciences and humanities in an environment traditionally as-

sociated with these disciplines. Because the buildings are interconnected and similar in nature, and because the disciplines which will be involved share similar requirements, no attempt has been made to demonstrate departmental consolidation by building, (on the attached charts). It is clear, though, that the numbers work.

#### Summary of Departments and Required Changes

Classics  
 Communication Studies  
 Philosophy (CR, CN)  
 English (CR, CN)  
 Political Science (CR, CN)  
 Etudes françaises (CR, CN)  
 Religion (CR, CN)  
 Exercise Science  
 Theological Studies  
 History (CR, CN)  
 Sociology/Anthropology (CR, CN)  
 Journalism  
 Liberal Arts College (CR)  
 Leisure Studies  
 Lonergan University College  
 Library Studies  
 School of Community and Public Affairs (CR)  
 Modern Languages and Linguistics  
 Simone de Beauvoir Institute (CR)

#### 4. Classrooms

Appropriate classroom space can be provided at Loyola to meet the requirements of the disciplines located there. Any specialization of facilities will service all these disciplines because their teaching requirements, with the notable exceptions of the performing arts and communication studies, are similar in nature.

#### 5. Administrative and Service Clusters

As noted earlier, library, computer, audio visual, cafeteria, some health services and other key administrative services will be provided. A block of space has been left unallocated to accommodate these activities.

#### C. Dual Campus Needs

The academic needs of students will require certain departments to offer courses on both campuses. A core of basic office facilities, with appropriate support staff, should be provided on each campus to accommodate faculty members who teach these courses. The facilities will not belong to a particular department, but can be shared by part-time and "travelling" staff from clusters of departments whose "home base" is on the other campus. In addition to eliminating certain inconveniences for faculty, this core office concept will facilitate and encourage communication between disciplines and between professors and students.

### V SOME GENERAL CONSIDERATIONS CONCERNING IMPLEMENTATION OF THE STRATEGY

As stressed repeatedly throughout this report, a strategic space plan for a complex institution like Concordia University should not, indeed cannot, be conceived or presented in detail. This is particularly true of an institution which is in the middle of certain major initiatives; e.g. the growth of graduate studies that may affect the distribution and type of space needed within the University as a whole, even as this report is discussed and elaborated.

Nevertheless, the Committee has chosen to submit a proposed strategy which, put bluntly, insists upon the primacy of academic concerns. Academic units have been situated on particular campuses according to a set of principles that the Committee believes will enhance the quality of academic life at the University. Examples of how units might be grouped suggest that fluctuating enrolments or research needs in given disciplines can be accommodated through the commonality of surrounding facilities. The element of flexibility is greater than it may at first appear, given that new construction and major renovations will be predicated on observing government norms: thus, raw numbers give little indication of the potential for expanded functions.

While the placement of academic units has been approached in this report with specificity, the Committee recognizes that discussions over the next few months are likely to lead to many adjustments to the basic scheme. Indeed, it recognizes that space planning is an ongoing process that never comes to an end if an institution remains vital and responsive to academic concerns. However, it also believes that those same discussions will confirm the validity of the hypotheses that consolidation and the grouping of cognate disciplines are desirable academic goals for both faculty and students.

Administrative and service units, in the view of the Committee, are to be grouped with an eye towards maximum efficiency, around the fixed but fluid academic constellations. Those that require expensive infrastructures should be located in secure

premises; those that do not can be located and subsequently relocated, in light of changing needs or strategic interests of the University.

Until agreement is reached on the academic directions of the space plan, it would be an inefficient use of time to develop a detailed implementation schedule. Nonetheless, barring intransigence of the government in releasing special funding, and taking into account a cost-effective renovation of the Loyola High School (e.g. using it primarily as a classroom building), it would appear that most of the plan can be implemented within five years. Phase II would constitute the period during which the University could undertake the location of CONCAVE and CBS in owned premises, and consider a new arrangement for the housing of the Faculty of Commerce and Administration.

#### Sir George Williams Campus - A Scenario

##### Re-distribution of space in Hall building

###### Space released in Hall building

4th floor	Ctr for Mature Students	129
	Library	871
	History	25
	Guidance	374
5th floor	Education	702
	Mathematics	352
	A. V. language labs	219
8th & 9th	Engineering & Physics offices	2,325
10th floor	Library	1,176
4th - 9th	Faculty club & Reggie's & reduction of cafeteria	1,291
	<b>Total</b>	<b>7,464</b> A

###### A & S transfers from Loyola to Hall Building

Biology	228
Chemistry	992
Geology	769
Physics	228
Psychology (1)	598
<b>Total</b>	<b>2,815</b> B

###### Transfer of Engineering labs (exlc. BE & CR) to Hall Building

B	202
CB	380
ER	696
F	31
AD	9
CC	280
HK	94
Expansion of labs (2)	1,700
<b>Total</b>	<b>3,392</b> C

Services	580
Other units & services	677
<b>Total</b>	<b>1,257</b> D

###### Net result in Hall A-(B+C+D)

**0**

(1) Psychology can be consolidated in the Hall Building, with the exception of those activities currently in the ER annex. The latter can be accommodated in the Downtown Library Building.

(2) The Engineering Accreditation Board has stressed the urgent need to increase the amount of undergraduate laboratory space to appropriate levels.

**Loyola Campus - A Scenario****Re-distribution of space****Available space by building**

High School	2970
AD	278
CC	361
DA	151
DS	3064
VE	722
CH	1600

9146 A

**Arts & Science departments**

Classics	76
Colleges	956
English	816
Etudes françaises	734
History	501
Humanities Ph. D.	24
Library Studies	25
Philosophy	375
Political Science	443
Religion	345
Sociology & Anthro.	705
Theology	95

5095 B

**Other academic units & services**

Archives	500
Classrooms	1000
Concave	727
A. V. Language labs	219
Human Resources &	452
Payroll	116
Common rooms	600

3614 C

**Remaining available space A-(B+C)**

437

**Space for Performing Arts**

Terminate Annex TJ lease	1557
Release Refectory space	895
Release Central Building space	176
Release Dance studios downtown	227

**Total space released**

2855

Relocated Arts & Science from HB	1659
Relocated Engineering from HB	13
Relocated Cafeteria from HC (1)	677
Relocated classrooms from HB (2)	912

**Total space available to Performing Arts**

3261

**Net gain in Performing Arts space**

406

(1) Cafeteria can be downsized and relocated.  
 (2) Refectory could be renovated for classroom use.

**Sir George Williams Campus - A Scenario****Distribution of space****Downtown Library Building****Available office space (1)**

4th & 5th floors	4,745
6th thru 9th floors	5,883
<b>Total</b>	<b>10,628</b> A

**Academic tenants**

Applied Social Sc.	200
Ctr for Mature Students	156
Economics	830
Education *	1,160
Engineering offices (excluding CBS & CONCAVE)	3,416
Geography *	642
Geology offices	182
Physics offices	384
Mathematics *	955
Psychology	1,747
TESL	266

<b>Total</b>	<b>9,738</b> B
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**Service tenants**

Registrar Services	890
<b>Total</b>	<b>890</b> C

**Net available space A-(B+C)**

0

\* Requesting additional space.

(1) Excludes storage, student services and general conference rooms.

**Sir George Williams Campus - A Scenario****Re-distribution of space in owned annexes****Space released - by building**

B	432
CI	292
D	179
EN	110
F	395
FA	169
MU	368
PR	327
R	203
RR	296
V	151

<b>Total</b>	<b>2922</b> A
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**Tenants**

Health Services	134
Faculty Club	300
Guidance	374
Services	1900

<b>Total</b>	<b>2708</b> B
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**Net available space (A-B)**

214